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ABSTRACT

An evaluation was conducted to provide formative information about the pilot implementation of year-round education in three 3 Monday In Orange County, the 180-day calendar was divided into three Monday through Friday 12-week sessions separated by 3-week breaks. A multitrack design (five tracks of students, with four in school at any one time) was piloted at two schools, and a single track (all students on the same schedule) design was piloted at one school. Program evaluation began in spring 1990 and continued until October 1992. Evaluation procedures included consultation with experts, surveys of parents and students, surveys and interviews with teachers and principals, literature reviews, achievement data collection, site visits and observations, and record reviews. Evaluation indicates that the transition was successful and normal school operations were observed at the year-round schools. Student achievement was not negatively affected; overall scores show positive gains for the first year, although these did not continue in 1991-92. Per pupil costs increased in the first year, and later decreased to a level comparable with costs before program implementation. Thirty-two tables present study findings. Six appendixes contain the 1990-91 calendar, a goal statement, the interview for single-track teachers, the student survey, the parent survey, and the teacher survey. (SLD)

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YEAR-ROUND EDUCATION

PROGRAM EVALUATION REPORT
August 1992

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YEAR-ROUND EDUCATION

PROGRAM EVALUATION

Executive Summary

Prepared by Diane Färdig, Ph.D.

October 1992

INTRODUCTION

The purpose of the Year-Round Education Program Evaluation Project was to provide formative evaluation information to the Orange County Public Schools (OCPS) decision-makers about the pilot implementation of year-round education in three elementary schools. The evaluation process began in January 1990 and concluded in October 1992.

Year-round education (YRE) means the reorganization of the traditional school calendar into shorter sessions of instruction with intersessions and breaks distributed throughout the entire year. The OCPS chose the 60/15 calendar which means that the 180-day calendar is divided into three Monday-Friday 12-week sessions separated by three-week breaks. This means 60 days in school with 15 days of break or intersession.

The OCPS piloted the multitrack design at two schools and the single-track design at one school. The multitrack schools have five tracks (or groups) of students, with four tracks in school at any one time. The single-track school has all students on the same schedule. Ten-day optional intersessions were offered at the single-track school during October, February and June of each year.

The primary objective of the multitrack schools was to implement a five-track, 60/15 calendar YRE program to better utilize facilities.

The objective of the single-track school was to implement a single-track, 60/15 calendar YRE program with additional, optional school days to provide improved learning opportunities, enrichment, and remediation.

The program evaluation process began in spring 1990, as the pilot schools were completing one year of planning for YRE, and continued until October 1992 after two full years of YRE implementation. The evaluation procedures included consultation with the experts, surveys of parents and students, surveys and interviews of teachers, interviews of principals, extensive review of literature, achievement data collection, site visits and observations, and review of records. Evaluation data were collected for three years.

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OVERALL CONCLUSION

The careful planning completed by the three YRE pilot school faculties and the elementary education team in 1989-90 resulted in the full implementation of the 60/15 calendar in 1990-91. The second year of YRE, 1991-92, indicated the continued success of YRE implementation in all areas of school programs and services. The results of interviews, surveys, review of records, site visits, and other forms of data clearly indicate that the transition to both multitrack and single-track YRE was successful. Normal school operations, that is, what is seen in any traditional calendar school, were observed at the year-round schools. The school faculty and staff register students, begin school every three weeks, release students for breaks, provide instruction, serve meals, celebrate holidays and other events, and provide a myriad of programs and services. Student achievement was not negatively affected by the transition to YRE, and, in fact, overall scores showed positive gain scores at the three pilot schools in 1990-91. Student achievement scores did not show the same gain scores in 1991-92 and did decrease in some subtests. The average scores for second and fourth grades on the SAT-8 subtests at the YRE pilot schools exceeded the district average scores for 1991 and 1992 for those two grades. The purpose of continuing to test was to determine an achievement test trend, and after the baseline year (1990) and two subsequent year's of test results (1991 and 1992) no trend has emerged. Per pupil costs at the pilot schools increased by 9% in 1991 and decreased (10-12%) in 1992. The decreased per pupil costs of 1992 were comparable with per pupil costs at the pilot schools prior to YRE implementation (1989-90).

FINDINGS AND RECOMMENDATIONS

This section contains the findings and recommendations relative to the evaluation questions.

1. **Is the environment--including management, facilities, equipment, supplies, and materials--adequate for YRE schools?**

This question addressed a variety of concerns related to the implementation of single-track and multitrack year-round education. Of interest was adequacy and use of space and facilities, cleaning and repair of buildings, and adequacy of school supplies and instructional support equipment.

Findings

There is evidence from review of records, site visits, and reports from teachers and administrators at the three year-round schools, that the environment--including management, facilities, equipment, supplies and materials--is generally adequate for YRE schools. Space is used to good advantage at the two multitrack schools which are both serving students beyond their permanent capacity. The multitrack schools benefit from having pavilions for outdoor activities. While there is no pavilion at the single-track school, there is a district plan for providing pavilions for all YRE schools. The equipment is sufficient for teachers and administrators. The special YRE rolling storage cabinets have facilitated classroom sharing, although these are less efficient in portables that do not have access ramps. Teachers report that art carts are another form of portable furniture suitable for YRE classroom mobility. The cleaning and maintenance of YRE schools has not been a problem.

2. What are the costs associated with operating YRE schools?

Findings

In November 1991 an analysis of costs for year-round schools was conducted by the associate superintendent for Business and Administrative Services. The analysis indicated that YRE had potential for substantial capital outlay cost avoidance, but with the probability of limited operating cost increases. The report cautioned that costs in all schools are influenced and controlled more by policy decisions of the school board and administration than by those factors that are more uncontrollable in nature (e.g., staffing formulas are somewhat controllable while maintaining an older facility's roof is not).

Records of school costs were found by this researcher in Facility Services, Business and Administrative Services, Transportation Services, Elementary Education Services, and at pilot schools. There was no one single record of expenses associated with YRE pilot schools.

The records that were located indicated costs associated with start-up of YRE were approximately $60,354 for the three pilot schools for purchase and installation of cafeteria fans (single-track and multitrack) and rolling cabinets and students' tubbies (multitrack only).

The Cost Accounting Report, required by the Florida DOE, was used as a standard measure of per pupil costs since the report provides the ratio of students to teachers for each of the programs offered by the school. when compared to the 1989-90 school year, the student-teacher ratio for basic programs decreased at the three pilot schools during 1990-91, the first year of implementation. This lower student-teacher ratio translated to approximately a 9% per pupil cost increase. The district had staffed the multitrack YRE pilot schools at 100% of the anticipated enrollment, rather than 80% of the enrollment (i.e., 80% would be at school at any given time). During 1991-92 the student-teacher ratio increased. This increase meant that the pilot schools decreased per pupil costs (10-12%), which brought the second year of YRE implementation to approximately the same level as it was prior to YRE in 1989-90. The staffing of the multitrack YRE schools was determined based on 80% of the anticipated enrollment. All student-teacher ratios are well within the range permitted by the Florida DOE.

Initial intersession programs and activities purchased from the Loch Haven sources (e.g., Civic Theater, Historical Museum) for the summer of 1991 totaled $14,850. These costs have been eliminated since the schools began implementing their own intersession activities during the summer of 1992. FTE for intersessions was accepted by the Florida DOE and the OCPS received compensation for these days of instruction.

Maintenance costs remained constant since there were no major repairs or construction (e.g., no roof replacements). Food services and transportation costs rose slightly due to increase in number of meals served and number of trips to school. Utilities costs fluctuated and analysis of energy use indicated no one reason for utility cost increases or decreases, although the additional school days influenced increases.

The two multitrack pilot schools did not add classroom structures so there were no capital outlay costs. An exceptional education suite was built at the single-track school in 1991-92 as part of a long-range improvement plan for older schools. The building was not a result of YRE needs.

Recommendations

Consideration should be given to requesting that Business and Administrative Services develop a functional report for principals and other administrators that provides information about the costs of YRE as well as the adequacy of funding of FTE intersessions from the Florida DOE. A consolidated report for the YRE schools may help plan for the future of YRE.

3. Do the required and routine school activities function efficiently within the scheduling of the YRE calendar?

Findings

Based on review of records, interviews with instructional personnel, support personnel, and administrators, there is evidence that the required and routine school activities function efficiently within the YRE calendar.

Tracks appear to be evenly populated at the multitrack schools. In 1990-91, the majority of parents (80-91%) received their first choice of track placement. In subsequent years, parents were provided with Track Change Requests if they needed to change to another schedule. The vast majority of these requests were honored. When students transfer into YRE schools, they are assigned to the track with the schedule that best suits transfer of learning. Students who transfer in the fall from a traditional calendar often need one-on-one assistance to catch up with their peers. Teachers in grade levels with rovers seem to appreciate the rover. Rovers are teachers who move with their classes to the rooms vacated for three weeks when other teachers are on break. Rovers who are well organized seem to be the most successful. Students seem to adjust to roving with no learning or behavior problems.

Simple contracts setting forth details of classroom agreements are useful in helping teachers share rooms. Report cards are completed on time. Qualified substitutes, sometimes even YRE teachers who are off track, are available during the entire year. Physical education activities are modified for hot weather and, when a school has a covered pavilion, classes can be held out of doors. FTE is reported according to the Florida DOE requirements.

There is evidence that participation of ADDitions volunteers and parents is not negatively affected by YRE at the multitrack schools. ADDitions volunteers and parent involvement appear to have increased at the single-track YRE school. Transportation for students at the YRE schools for the 60/15 calendar was not cited as a problem. School events are scheduled in advance, and parents are informed through school newsletters. The only concern that teachers expressed related to school events had to do with the difficulty in scheduling all of one grade level at school at the same time (e.g., fifth grade recognition, 1991).

Recommendations

Consideration should be given to recording the various activities and processes that have proven successful in ensuring that school activities function efficiently in the YRE calendar at the pilot schools. This might take the form of a YRE school management handbook or videotape. The experiences of teachers and principals at the three pilot schools should be used to benefit the future implementation of YRE.

4. Do attendance rates for students and teachers change after implementation of YRE?

Findings

It was of interest to determine if the attendance rates of students and teachers changed after implementation of the 60/15 calendar. Attendance rates were calculated for students and teachers by school for 1989-90, prior to implementation of YRE, and for 1990-91 and 1991-92, after the first two years of YRE implementation.

Based on the attendance records of the three pilot schools, there are no indications that attendance of students or teachers changes significantly after implementation of the YRE calendar.

Recommendation

None.

5. Does student achievement change when YRE is implemented?

Findings

It was important to determine if student achievement scores changed or were maintained after the implementation of YRE. Testing experts had recommended that standardized test scores be collected for at least three years before looking for trends in achievement. The Stanford Achievement Test-8 was administered to grades two through five during April and May of 1990 at the three pilot schools. The test was again administered to these grades in spring of 1991 and 1992. Cross sectional analysis of the scores on subtests revealed positive change from 1990 to 1991 and negative change from 1991 to 1992. Longitudinal cohort analysis revealed the total change on the subtests was positive from 1990 to 1991 and negative from 1991 to 1992. All tests scores were within the range of the district averages and most scores from 1990 and 1992 were similar.

These results did not indicate a trend in achievement.

Recommendation

Consideration should be given to continuing to monitor student achievement scores.

6. Is curriculum adapted adequately for use in the multitrack and single-track YRE calendar?

Findings

This question is answered by describing the curriculum adaptations for the 60/15 calendar and the curriculum developed for the intersessions.

Teachers reported that they successfully made curriculum adaptations for the 60/15 calendar. Students are able to keep up with the pace of the curriculum and teachers report that their lesson pace has improved. Teachers credit the planning and organization accomplished during 1989-90 as reasons for the curriculum success.

Curriculum for intersessions has been field-tested and modified. Teachers continue to request active participation in the intersession curriculum development process to custom-design activities and skill development for individual schools.

Recommendations

Consideration should be given to encouraging grade-level teachers to match the intersession and 60/15 curriculum objectives, content, and outcomes to enhance lesson development. Consideration should be given to continuing to include teachers in the intersession curriculum development process.

7. Do instructional methods change after implementation of YRE?

Findings

As part of the structured interview conducted during January and February 1991 and 1992, all teachers on track were asked if they had changed any instructional methods.

Teachers report that they have not changed instructional methods after implementation of year-round education. The majority of classroom teachers of grades one through five report that they spend less time reviewing after a three-week break than they did after the regular 10-week summer break . Teachers who have transfer students enter during August and September must provide special assistance to help students attain the academic performance level of their YRE peers.

Recommendation

None.

8. Does student conduct change in YRE?

Findings

Student conduct and discipline was not cited as a problem in the three year-round schools before or after implementation of YRE. Classroom teachers reported no change in student conduct due to year-round education. There seemed to be more order and less noise in hallways, in the cafeteria, and on the playground in the multitrack schools, possibly because there are fewer students in the building at any one time. A review of discipline logs from the three pilot schools over a three-year period shows fluctuation in discipline referrals. Administrators and teachers attribute the fluctuation to individual school programs or procedures (e.g., dropping corporal punishment).

Recommendation

None.

9. What are the attitudes of students before and after implementation of year-round education?

Findings

The majority of YRE students surveyed at the pilot schools seem to have adjusted positively to the new calendar. Interviews with teachers also indicate that students, K through five, have adjusted positively to the YRE calendar. The fourth and fifth grade students who attended intersessions indicated they enjoyed the optional schools days. Records indicated that from 60-70 percent of the students enrolled at Tangelo Park Elementary School returned for intersessions. The June intersession is not available for departing fifth graders.

Recommendation

None.

10. What are the perceptions and attitudes of parents before and after implementation of YRE?

Parents of students in the three YRE pilot schools were surveyed regarding their perceptions of YRE in 1990 and surveyed again in 1991 about their experiences with YRE.

Findings

Results of parent surveys indicate that the majority of parents received their first choice of track and are satisfied with their track assignment. Parents found that arranging child care on the YRE calendar was not as difficult as they anticipated prior to YRE implementation. The two major sources of child care were All-Day Extended Day and family members. Approximately 25 percent of parents do not require child care. Parents seem to find that arranging vacations on the YRE calendar is not as difficult as anticipated prior to YRE implementation. It appears that 74 percent of the multitrack parents think that the quality of instruction is the same or better on the YRE calendar as compared to the traditional calendar. Eighty-three percent of the single-track parents believe that instructional quality is better on the YRE calendar than on the traditional calendar. Overall it appears that positive opinions about YRE increase after implementation of YRE.

Recommendation

None.

11. What are the experiences and attitudes of teachers and support staff after implementation of YRE?

Findings

Instructional personnel at the three YRE pilot schools were surveyed before and during the first two years of implementation of YRE.

The majority of teachers were satisfied with their track assignment. Teachers are pleased with the opportunities to take vacations at times other than summer, substitute, teach intersessions, and have frequent breaks. Teachers report that they come back refreshed from breaks. It appears the vast majority of teachers who responded to the survey found that their preparation for YRE was adequate.

Fifty-one percent of the teachers surveyed indicated that district-offered staff development and college courses were more difficult to attend on the YRE calendar than on the traditional calendar.

The majority of teachers indicated that the more they experienced YRE, the more they liked it. The majority of teachers at one multitrack school expressed the desire to see the school placed on a single-track calendar if the student enrollment dropped.

Recommendation

None.

12. Is shared-decision making effectively used in the planning and implementation of YRE at the pilot schools?

Findings

District and school-based committees were formed for the planning and implementation of YRE. Decisions about child care, intersessions, choice of calendar, track preference and selection, scheduling, and other important school functions were made jointly by district and school personnel and community members. When school-based committees participated actively in making decisions and planning and developing instructional programs, implementation was found to be more effective.

The YRE Task Force involved personnel from support departments, teams and community members (e.g., child care providers) in planning the continued expansion of YRE in the district.

Recommendation

None.

13. Is YRE implemented in the OCPS pilot schools according to satisfactory operational guidelines?

Findings

Guidelines and timelines were developed at the district for the planning and implementation of YRE at the pilot schools. The guidelines published in the district Status Report One for YRE (1989) were followed and were reported as successful in the planning and implementation process by the YRE Review Committee (composed of district, school, and parent representatives). This finding was confirmed by teachers and principals at the three YRE pilot schools. The YRE Task Force, representing parents, teachers and administrators, has developed guidelines for further expansion of YRE in the district.

There is no written YRE handbook for principals and teachers, although the instructional and administrative personnel at the pilot schools personally provide information to others who are planning to go to a year-round calendar. The program consultant for YRE and experienced school administrators, CRTs, classroom teachers and support teachers provide staff development and other information to local and regional school faculties planning for YRE.

Recommendations

None.

14. Are program goals for YRE appropriate as determined by the literature reviews and the needs of the OCPS?

Findings

Review of related literature indicates that the OCPS goals for YRE are appropriate. Interviews with district and school-based personnel confirm that the goals for YRE are appropriate for the needs of the OCPS. The District Plan 1991-92 and Beyond confirms this finding.

The goal of the multitrack YRE schools was to implement the 60/15 YRE calendar to better utilize facilities and to provide improved learning opportunities. The goal of the single-track YRE school was to implement the 60/15 YRE calendar with optional school days to provide enrichment and remediation.

Recommendations

None.

YEAR-ROUND EDUCATION (YRE)
PROGRAM EVALUATION

PURPOSE OF EVALUATION

The purpose of the Year-Round Education Evaluation Project was to provide formative evaluation information to the Orange County Public Schools (OCPS) decision-makers about the pilot implementation of year-round education in three elementary schools.

Related District Goals (1990-91)

Goal 1: To improve student attitudes toward self, school and community.

Goal 2: To improve academic achievement to meet continued education and career objectives.

Goal 5: To improve district and school-based planning.

Goal 6: To improve citizen, staff, and student involvement in the decision-making process and community knowledge and awareness of the Orange County public school system.

Related Assumptions About the Future (1990-91)

4. Community: Changing Families

> . . . the demand for daycare services for children will increase. Schools will be expected to provide programs such as . . . recreation for children in daycare environments.

5. Community: Population Growth

> . . . population growth and population shifts . . . will require an increase in effort to provide adequate space, transportation, and services for students. Effective utilization of facilities will be among the major concerns . . .

9. Facilities: Renovation and Maintenance

> . . . the need for renovating and maintaining older facilities . . . while constructing new facilities will . . . increase funding requirements.

12. Finance: Competition for District Funds

> . . . competition between salary and fringe benefits, demands on the budget and facility, equipment, materials, . . . will intensify.

PROGRAM DESCRIPTION

Year-round education (YRE) means the reorganization of the traditional school calendar (e.g., the required 180 days of instruction in Florida) into shorter sessions of instruction with intersessions and breaks distributed throughout the entire year. There are many variations of year-round education, usually organized around a modified academic calendar. The organization of the academic, or school calendar, includes a specified number of days for regular school sessions as well as days for intersessions and/or breaks. The organization of the modified school calendar differs from the traditional school calendar in that school is not limited to beginning in August and ending in June. For the purposes of this report, it is useful to offer the following terms and definitions.

The **year-round education calendar** is a modification of the traditional school calendar. There is a vast array of possible variations of the YRE calendar and selection of the calendar depends on the needs of the school community. The OCPS has chosen to implement the 60/15 YRE calendar.

The **60/15 Plan** is a 12-week/3-week modified calendar. The 180-day school year is divided into three Monday-through-Friday 12-week (or 60 instructional days) sessions, separated by 3-week (or 15-day) breaks that can be used for vacations or instructional intersessions. All students share a common winter break and common summer break.

A **track** is a group of students assigned to attend school during the same instructional session. These students are on-track and off-track at the same time. There are five tracks in the OCPS designated by color names: blue, green, yellow, orange, and red.

Regular sessions are defined as intervals of time used for regular instruction, part of the required number of days students must receive instruction. There are 60 instructional days in the regular sessions.

Intersessions are defined as intervals of time between instructional sessions used for educationally related services such as remediation and enrichment. These services go beyond those offered in the regular sessions. The OCPS offers from two to three intersessions during the year in October, February, and June. Each intersession is ten days long.

Vacations or breaks are defined as intervals of time when students are not in school (they are at home or on family vacation activities).

The **single-track design** means that all students assigned to a school have the same calendar of school and vacation. Single-track designs may be chosen to take advantage of shorter breaks. Single-track designs may also take the opportunity to add enrichment intersessions and/or offer optional school days.

The **multitrack design** implemented in the OCPS means that there are five tracks or groups of students. Each group has the same schedule of sessions and intersessions/vacations. At least one track or group of students is on vacation at any given time while the remaining groups are in school. The multitrack design means that a school can service additional students (e.g., 20 percent) without added construction costs or without adding portable buildings. This design also offers shorter, more frequent breaks between class sessions rather than one long summer break.

Orange County Public Schools has chosen to implement both the single-track design and multitrack design for year-round education. The single-track design has intersessions for enrichment, recreation and instructional purposes and was implemented at Tangelo Park Elementary School. The multitrack design is a five-track system with four tracks, or about 80 percent of the students, attending at any one time and was implemented at Aloma and Palm Lake elementary schools. Both designs are based on a 60/15 Plan. In Orange County, this is a 12-week/3-week modified school calendar with 12 weeks, or 60 days, per instructional session and 3 weeks, or 15 days, for intersessions and/or vacations. This plan was chosen because it corresponds best with attendance days and legal holidays and offers several weeks off in the summer. The OCPS Year-Round Calendars are included in Appendix A.

PROGRAM OBJECTIVES

The concept of year-round education has been a part of strategic planning in the Orange County Public Schools for several years. In 1985, OCPS Annual Operating Objective 5.06a was "To review the results of state legislative efforts . . . relative to the year-round school and report on implications for Orange County by June 30, 1987." This annual operating objective was subsumed under Goal 5: To improve the utilization of school facilities by conducting feasibility studies of alternative arrangements for the use of school buildings (e.g., year-round schools), implementing, and evaluating effectiveness through June 30, 1994.

Related annual operating objectives followed and included 5.06a, "To conduct a feasibility study of the year-round school concept by June 30, 1988" and again 5.06, "Complete the feasibility study of the year-round school concept and make recommendations to the school board relative to its application(s) in the Orange County Public Schools by June 30, 1989" A complete description of the strategic planning for year-round education is included in Appendix B.

On February 14, 1989 the Board authorized the implementation of pilot year-round programs beginning July 1990. The authorization was for two multitrack schools and one single-track school.

Objective of the Single-Track Design

Tangelo Park Elementary School's objective was to implement a single-track, 60/15 year-round education calendar to include intersessions and breaks. Students were offered 20 optional instructional days (the first 10 days of intersessions in October and February) each year for students K-5. An intersession was also offered each June for students K-4.

Objective of the Multitrack Design

Aloma Elementary and Palm Lake Elementary Schools' objective was to implement a 5-track, 60/15 year-round education calendar with four tracks, or approximately 80 percent of the students at school and one track, about 20 percent of the students, off-track at any given time. Because of the goal of increased space utilization, there were no plans for school intersessions for Aloma or Palm Lake.

OCPS made the decision to implement YRE at the elementary school sites for a variety of reasons, not the least of which was the continued population growth of the county and the consequent need for expanding/constructing school facilities in certain areas of the county. YRE can relieve overcrowdedness at a school as well as put off immediate capital outlay for a new school or school additions. Additionally, many proponents of year-round education cited the benefits of YRE as providing for continuous education (allowing for improved academic retention and consequently less reteaching), and providing the opportunity for enriching intersessions.

EVALUATION QUESTIONS

The following evaluation questions were used to guide the evaluation and were developed by the evaluator, the program consultant, and the three principals of the pilot YRE schools, with help from individuals with knowledge of and interest in the program.

1. Is the environment - including management, facilities, equipment, supplies and materials - adequate for YRE schools?
2. What are the costs associated with operating YRE schools?
3. Do the required and routine school activities function efficiently within the scheduling requirements of the YRE schools?
4. Do attendance rates for students and teachers change after implementation of YRE?
5. Does student achievement change when YRE is implemented?
6. Is curriculum adapted adequately for use in the multitrack and single-track designs?
7. What instructional methods do teachers employ in YRE?
8. Does student conduct change in YRE?
9. What are the attitudes of students before and after implementation of YRE?
10. What are the perceptions and attitudes of parents before and after implementation of YRE?
11. What are the perceptions and attitudes of personnel at the pilot schools before and after implementation of YRE?
12. Is shared decision-making effectively utilized in the planning and implementation of YRE at the pilot schools?
13. Is YRE implemented in OCPS pilot schools according to satisfactory operational guidelines?
14. Are program goals for YRE appropriate as determined by literature reviews and the needs of OCPS?

PROCEDURES

Data sources used to provide the basis for answer the 14 evaluation questions were as follows:

Program Contacts

Mrs. Dianne Locker, the OCPS YRE Program Specialist, was consulted on a regular basis during the evaluation process.

The principals of the year-round pilot schools, Mrs. Mary Alice Hodges, Aloma Elementary; Mrs. Carolyn Cappleman, Palm Lake Elementary; and Mr. Roy Brooks, Tangelo Park Elementary; were consulted throughout the evaluation.

Consultation

External experts in YRE were consulted regarding the planning, implementation, and evaluation of year-round education and year-round schools and included the following:

- Dr. Charles Ballinger, Executive Director, National Association for Year-Round Education, San Diego, California.
- Dr. Mary Giella, Assistant Superintendent, Pasco County Public Schools, a recognized expert in the year-round implementation process.
- Mrs. Judy Long, Elementary Supervisor, Marion County Public Schools, the person responsible for coordinating implementation of YRE in that county.
- Dr. Mary Ann DeLong, Program Evaluator, Marion County Public Schools.
- Mr. Robert O'Dell, Coordinator of Year-Round Education, Seminole County Public Schools.

Surveys

Parents of students in the pilot schools were surveyed in May 1990 about their perceptions of YRE prior to implementation. Parents were surveyed in June 1991 and 1992 about their experiences after YRE implementation. Survey items were developed for single-track and multitrack schools.

Teachers in the pilot schools were surveyed in May 1990 about their perceptions of YRE prior to implementation. Teachers were surveyed in June 1991 and 1992 about their experiences after YRE implementation. Survey items were developed for single-track and multitrack schools.

Fourth-grade students in the pilot schools were surveyed in May 1990 about their perceptions of YRE prior to implementation. Fourth- and fifth-grade students were surveyed in May - June 1991 and 1992 about their experiences after YRE implementation. Survey items were developed for single-track and multitrack schools.

Structured Interviews

Principals of the pilot schools were interviewed regularly about how the 60/15 YRE calendar operates and its impact on normal school routines. One senior director for elementary education was also interviewed.

Instructional personnel at the pilot schools were interviewed mid-year (i.e., January and February) in 1991 and 1992 about how the 60/15 calendar operates and the impact on classroom teaching, curriculum, student behavior, and professional development.

Review of Literature

An extensive review of related literature was conducted with special emphasis on reports of YRE program evaluation. The program evaluation reports disseminated by Brigham Young University and the California Department of Education were particularly helpful.

Achievement Data Collection

Norm-referenced student data were collected at the three pilot schools during the 1989-90, 1990-91 and 1991-92 school years. The Stanford Achievement Test (8) was used, including Reading Comprehension, grades two through five, and Total Math (i.e., Concepts of Numbers, Computation, and Application), grades two through five.

Site Visits and Observations

The evaluator made frequent visits to the three pilot schools to observe facilities use and school operations and to informally interview faculty and staff.

Review of Records and Materials

District records were reviewed to collect attendance of faculty and students, costs of implementing year-round education, and related records. School records were collected for discipline information and intersession attendance.

Meetings Relevant to Year-Round Education

The evaluator attended various meetings where year-round education topics were discussed, including school team and grade level meetings, Year-Round Review Committee meetings, and intersession planning meetings. The evaluator also initiated meetings with district personnel who had a part in the implementation of year-round education such as community education, finance and accounting, and facilities. The evaluator also attended the annual Florida Association for Year-Round Education Conference in 1990, 1991, and 1992 to keep informed of current issues in YRE.

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This section contains the findings, conclusions, and recommendations relative to the evaluation questions.

1. Is the environment--including management, facilities, equipment, supplies, and materials--adequate for YRE schools?

This question addressed a variety of concerns related to the implementation of single-track and multitrack year-round education. Of interest was adequacy and use of space and facilities, cleaning and repair of buildings, and adequacy of school supplies and instructional support equipment.

Findings

Interview instruments, records and site visits were used to determine how the environment supported the needs of the YRE school. The evaluator visited schools, interviewed principals, interviewed and surveyed instructional personnel, and examined records about the use of space and facilities. The results of these evaluation strategies are described by individual school. See Appendix C of this report for the structured interviews for teachers and principals.

Aloma Elementary School

This K-5 school was built in 1967 and is located on the corner of Semoran Boulevard and University Drive/Scarlet Drive. The permanent capacity of the school is 518 students. During the past three school years, the school enrollment has ranged from 653 to 740 students. The average classroom teacher-pupil ratio is 1:23.

Use of Space

Space was reallocated upon implementation of year-round education. For example, in 1990 a teachers' lounge was converted to an office for the guidance counselor, and a classroom was converted to a teachers' lounge. Another classroom was made into a curriculum resource room where textbooks and workbooks are stored and teachers can make and check out materials. The media specialist reported that sufficient audiovisual equipment is available for every teacher.

During 1990-91 the Aloma faculty members and volunteers constructed a pavilion for use by physical education activities in hot weather. The construction was completed as a result of school and volunteer efforts.

Equipment

Classroom and support area teachers who were on track (N = 30) were interviewed in February 1991 about equipment needed to operate school on the YRE calendar. Classroom teachers reported that the special mobile year-round storage cabinets worked well for storing and moving classroom materials if the teacher organizes the space well. The only negative comments about the cabinets had to do with the lack of ramps on two portables, which precludes easy use of the cabinets. Moving the cabinets from the portables must be done by a moving company or warehouse staff three times a year.

The principal, two Curriculum Resource Teachers (CRTs) and several teachers commented positively on the change in the school environment when 20 percent of students are not present. With 80 percent of the students present, the hallways, playgrounds, and cafeteria are less crowded and noisy. The media specialist noticed that with fewer students in the media center at any one time, she could help individual students more readily.

All teachers who were on track were again interviewed in April 1992 about equipment necessary for YRE. For the most part, teachers did not indicate any new equipment needs. Because of the minimal size of Aloma classrooms, teachers perceive that the cabinets take up valuable space. One teacher suggested an improvement to the rolling cabinets in response to a problem encountered with the units (e.g., doors opening while the cabinets were being moved). Two teachers expressed the need for a planning space to use prior to returning to track. One teacher expressed interest in a rolling two-drawer file cabinet she had seen at the YRE conference.

Cleaning and Maintenance

Aloma faculty reported no problems with cleaning or with maintenance that were due to year-round education during 1990-91 and 1991-92.

Palm Lake Elementary School

This K-5 school was built in 1987 and is located in the southwest section of Orange County off Dr. Phillips Boulevard. Construction of the school is based on a plan that includes permanent administrative structures and relocatable classrooms. The permanent capacity of Palm Lake is 637 students.

During the past three school years the school enrollment has ranged from 781 to 1106. Average classroom teacher-pupil ratio is 1:23.

Use of Space

Space was reallocated upon implementation of YRE and in the summer of 1990 thirteen relocatables were removed from the campus. This removal was the effect of both the implementation of year-round education and the opening of Windy Ridge Elementary School.

A covered pavilion built by parents and faculty members was used for outside activities including physical education during hot weather. Only one class at a time can occupy the pavilion.

Members of the Palm Lake faculty, like the Aloma faculty, commented on the school environment when 20 percent of students are not present. With 80 percent of the students present, the hallways, playgrounds, and cafeteria are less crowded and noisy. With fewer classes in session at one time, the principal was able to visit classrooms more easily and be a guest story reader more often.

Equipment

Classroom and support area teachers (N = 35) were interviewed in February 1991 about equipment for operating school in the YRE calendar. Most reported that the storage cabinets work well for storing and moving classroom materials if the teacher organizes the space well. The only negative comments about the cabinets had to do with the way some cabinets would fall open; this problem was subsequently remedied by the manufacturer. Recommendations from teachers included rolling carts for rovers, who change classroom after each break, so they could have their reference books all in one location, ready to use. The media specialist reported that AV equipment is available to all teachers now.

A few lower-grade-level teachers reported that they reduced the amount of instructional materials so that teachers could share the same space. The experience meant that some older, less useful materials were discarded which allowed additional storage space.

Teachers were again interviewed in April 1992 about equipment necessary for YRE. For the most part, teachers did not indicate any new equipment needs. The suggestion regarding cabinet doors was repeated here. Two teachers had found that using rolling art carts was easier than using the rolling cabinets. The rolling art cart is divided into subject areas and also acts as a portable desk. Teachers have begun to use the back side of the cabinets for bulletin boards.

Cleaning and Maintenance

The principal at Palm Lake reported no problems with daily cleaning, but deep cleaning (e.g., shampooing rugs, stripping and waxing floors) was cited as a scheduling problem by the principal. This problem was resolved by the principal for the 1991-92 school year by rescheduling the custodial staff. No maintenance problems were reported, although the principal expressed concern about infrequency of lawn mowing in the summer. Administrators and teachers reported no problems with cleaning and maintenance in 1991-92.

Tangelo Park Elementary School

This K-5 school was built in 1964 and is located in the southwest section of Orange County near the intersection of Sand Lake Road and Kirkman Road. Construction of the school is based on a plan that includes permanent administrative structures and relocatable classrooms. The permanent cap for the school is 551 students. Tangelo Park Elementary is a Chapter I school.

During the past three years the school enrollment has ranged from 413 to 461 students. The average classroom teacher-student ratio is 1:19.

Use of Space

In addition to regular single-track sessions, three voluntary intersession programs were provided in 1990-91 and 1991-92 adding 30 additional optional school days to each year. The average daily membership for each intersession is as follows:

October intersession	321
February intersession	302
June intersession	183

In June, fifth graders who are going to middle school the next year are not allowed to attend intersessions as participants.

Tangelo Park does not have a covered pavilion or other covered area for outdoor activities during hot weather.

Equipment

Single-track YRE classroom and support area teachers (N = 35) were interviewed during January and February 1991 about the equipment needed to implement YRE. Teachers generally agreed that equipment was adequate for implementation of YRE at Tangelo Park. Most teachers also reported that their classrooms were kept clean and neat during the regular sessions and following intersessions. There was evidence of cooperation between intersession teachers and the regular classroom teachers when sharing rooms. Teachers were interviewed again in April 1992 and reported that equipment was adequate and classrooms were clean and orderly during and between regular sessions and intersessions.

Cleaning and Maintenance

The Tangelo Park Elementary principal and teachers reported no problems with cleaning or with maintenance due to year-round education in 1990-91 and 1991-92.

Conclusion

There is evidence from review of records, site visits, and reports of teachers and administrators at the three year-round schools, that the environment--including management, facilities, equipment, supplies and materials--are adequate for YRE schools. Teachers reported that rolling art carts had potential for use in YRE schools. Two of the year-round schools benefit from existing covered pavilions for use during the summer. The multitrack year-round schools benefit from ramps for portables and relocatables so that storage cabinets can be used as they were intended.

Recommendation

The plan for providing covered pavilions for year-round schools for use in physical education and other outside group activities should be implemented as soon as feasible. Priority consideration may be given to providing pavilions to schools with lower fund-raising ability.

Consideration should also be given to installing ramps on all relocatables in multitrack year-round schools so rolling cabinets can be used as intended.

2. What are the costs associated with the implementation of YRE?

Findings

Business and Administrative Services

In November 1991 an analysis of costs for year-round schools was presented to the OCPS Board by the Associate Superintendent of Business and Administrative Services. The analysis, using data from the three pilot YRE schools, indicated that YRE had the potential for substantial cost avoidance from delaying or avoiding building new and additional facilities. Also indicated was the probability of increasing operating costs for a limited time. The report cautioned that costs in all schools are influenced and controlled more by policy decisions of the school board and administration than by those factors that are more uncontrollable in nature. Examples of costs influenced by policy decisions may be staffing formulas and type of activities planned during intersessions while factors that are more uncontrollable might include the maintenance required for an older school, such as a new roof. The full report is available from the OCPS Business and Administrative Services.

Program Evaluation

A thorough review of literature was completed to locate year-round education cost effectiveness studies. The review yielded few studies that were described in enough detail to be replicated. No two cost analyses were alike. Quinlin, George and Emmett (1987) examined the records of YRE implementation in California and concluded that "gaining a clear picture of the cost effects of year-round education is, at best, a confusing process." There are a number of reasons for this confusion, but probably the most significant is the variation among schools, districts, and states in keeping accurate cost records.

One useful cost model approach was suggested by Hough, Zykowski, and Dick (1990) and the first stage of this model is to identify "ingredients." Ingredients refer to the resources that are provided to implement an intervention. Hough et al. (1990) had also noted that no two cost analyses were alike and had concluded that the reason had to do with use of different cost ingredients calculated with different formulas. The authors suggest identifying common cost ingredients for schools. The cost ingredients identified as significant to the operation of year-round education for multitrack and single-track schools included:

- √ Start-up costs
- √ Personnel
- √ Transportation
- √ Utilities
- √ Repair and maintenance of facilities
- √ Rental of portable or relocatable units
- √ Intersessions
- √ FTE

Records of cost ingredients are kept by several teams in the OCPS including the following:

- Elementary Education (e.g., PREP/PRIME, start up costs)
- Business and Administrative Services (e.g., personnel costs, school internal accounts, accounting, food services)
- Technology and Media Services (e.g., FTE reports, attendance records)
- Facilities and Transportation Services (e.g., bus costs, maintenance costs)
- Pilot YRE Schools (e.g., school reports)

Start-up Costs

Records of start-up costs were kept by the Elementary Education Team and Facilities Service Team (Purchasing). The major start-up costs included special rolling cabinets, tubbies, fans, and mobile refrigerators for cafeterias.

Teachers in multitrack year-round schools use rolling cabinets for storage when they are off-track. Cabinets cost $697.00 each. The total cost for cabinets for the Aloma (30 cabinets) and Palm Lake (36 cabinets) schools was $46,002.00.

Another expense related to storage at the multitrack YRE schools was purchase of tubbies. Students use these containers to pack up the materials from their desks which are stored while they are off track. Sixteen hundred tubbies were purchased at a cost of $5.97 each for a total expense of $9,552.00.

As an accommodation to preparing and serving meals in hot weather, cafeteria kitchen fans and mobile refrigerators were purchased for each pilot YRE school. The total expenses for two fans for each school and one mobile refrigerator for each school was $4,980.00.

Total start-up cost for the three pilot schools was $60,534.00.

Personnel

Personnel is the largest portion of any school budget with administrators reporting 83-93% of expenditures for salary and benefits of employees. School personnel include administrators, classroom teachers, curriculum resource teachers, media specialists, guidance counselors, teacher aides, clerks, secretaries, cafeteria managers, cafeteria staff, and custodial crews. The largest group of personnel is instructional, composed of classroom teachers plus art, music, physical education and special education teachers.

Instructional Personnel

Each year the school personnel budget will vary, depending on such factors as the number of teachers required to teach the projected student enrollment, teacher salaries, population of special needs students, and number of teachers who had extended contracts (i.e., contracts for hours or days worked beyond 196 days.) This variation makes it difficult to compare one fiscal year to another with any expectation of equity. For this reason the evaluator used the Cost Accounting Report, a detailed report prepared by the OCPS as a requirement of the Florida DOE. Program costing has two main elements including identification of direct program costs and aggregation of those costs by program plus attribution of indirect costs to programs on an appropriate basis.

This report also provides the ratio of students (e.g., unweighted FTE) to instructional personnel, or student-teacher ratio, for each of the programs offered at each school in the district. Student-teacher ratios for full and part-time school programs at the three schools were examined. Categories include the following:

K-3 Basic
K-8 Basic
Speech, Language, and Hearing
EMH
SLD
Intensive English/ESOL K-3
Intensive English/ESOL 4-8
Visually Handicapped
Gifted
Physically Handicapped

Staff, as defined here, includes grade level teachers, as well as special education, Chapter One, physical education, music education, and art education teachers. These teachers are assigned the professional duty of instructing students in courses.

The student teacher ratios reported in 1989-90, 1990-91 and 1991-92 for K-5 Basic were examined and compared (special education and ESOL are not included here). Staff here includes regular classroom teachers, ESOL teachers, art, music and physical education teachers. The table below presents that information in summary.

Table 1
Staff and FTE Ratio by Basic K-5 Programs

School	1989-90	1990-91	Per Pupil Cost Diff.	1991-92	Per Pupil Cost Diff.
Aloma	19.9:1	18.1:1	9%	20:1	-11%
Palm Lake	18.3:1	16.4:1	9%	17.8:1	-10%
Tangelo Park *	17.9:1	15.6:1	9%	18.5:1	-12%

*Tangelo Park is a Chapter One school.

According to the Cost Accounting Report data, the student-teacher ratio decreased at the three year-round schools during 1990-91, the first full year of YRE implementation. The decrease in this ratio translated to a 9% increase in per pupil expenditures. The second year of YRE implementation, 1991-92, the student-teacher ratio increased which meant a decrease in per pupil expenditures (i.e., 10-12%). The second year of YRE implementation closely approximated the YRE planning year, 1989-90. All student-teacher ratios are well within the range permitted by the Florida DOE. The increase in the student-teacher ratio parallels that of the district due to the recent budget restrictions (i.e., district average of 18.26:1 in 1991 and 19.2:1 in 1992).

Transportation

It was of interest to determine if there were differences between costs of transportation before and after implementation of YRE. Transportation Services, Fiscal Operations supplied the information about actual transportation expenses for FY 1989-90 and FY 1990-91. These figures indicated that costs were directly related to the number of buses, number of drivers, cost of maintenance (e.g., maintenance for older buses may be more expensive than for new), cost for bus operators (e.g., salary and benefits for more experienced bus drivers is more expensive than for new drivers), and cost for extra trips (e.g., field trips to off-site locations). The transportation costs for Aloma Elementary increased even though the number of buses dropped from ten to six, and the costs for Tangelo Park decreased as the number of buses was reduced from nine to five (due to rezoning). Costs presented in this manner for FY 1989-90 and FY 1990-91 did not reveal which costs were due to year-round transportation only.

Contrast with Traditional School Year Transportation

A simple contrast can be made between the general transportation requirements for traditional year schools and year-round schools in the following manner:

- Traditional schools require transportation for 180 school days (i.e., August to June for 100% of the schools' students who are bussed)
- YRE multitrack schools require transportation for 225 days (i.e., July to June for 80% of the schools' student who are bussed)
- YRE single-track schools require transportation for 180 days (i.e., July to June for 100% of the students who are bussed) as well as for 30 days of intersession

(i.e., 10 days each in October, February, and June for all intersession students who are bussed)

Since the buses were running more days for the multitrack schools (i.e., 225 days rather than 180 days), there was a 45-day increase in bus trips, or a 25% increase in the number of trips. The single-track school went from 180 days to 210 days of school increasing the number of trips by 17%. Drivers with seniority have the first option to work extra days in July and June which means 45 additional workdays at an average of 7 hours a day at an average cost of $6.52 per hour.

Field Trips

Transportation records of extra trips (i.e., field trips or other special trips) indicated the following for the three year-round schools in the table below.

Table 2
Pilot YRE Extra Trip Transportation

School	1989-90	1990-91	1991-92
Aloma	16 (180 days)	30 (225 days)	46 (225 days)
Palm Lake	32 (180 days)	39 (225 days)	55 (225 days)
Tangelo Park	28 (180 days)	23 (210 days)	27 (210 days)

All three pilot schools increased in extra trips from 1990-91 to 1991-92. Transportation records indicated that there was a districtwide increase in extra trips in 1991-92. Transportation managers had expected a decrease in extra trips for 1991-92, reflecting district budget decreases. Transportation managers expressed the opinion that there may be a trend in funding field trips from individual school fund-raising budgets, (e. g., PTA supported fund drives).

Energy Services

It was of interest to determine if the energy services expenditures were changed after implementation of YRE. Energy services is defined as the various types of energy used by the district such as natural gas, water, electricity, heating oil, gasoline, and diesel fuel. Orlando Utilities supplies the electrical service to the YRE schools. Orlando Utilities personnel report that there was an adjustment made to utilities costs in February 1989 when costs increased by three percent. Western Waste provides garbage removal and charges for the number of garbage pick-ups. Any increase could only be determined by looking at individual contracts. Waste Management of Orlando reported no rate increases from 1989 to 1990. Waste Management charges monthly by number of pick-ups for garbage.

The following energy expenditures were documented by the Business Services Team for the three pilot year-round education schools.

Table 3
Energy Services Expenditures for Aloma Elementary School

Category	FY 1989-90 (N = 653)	FY 1990-91 (N = 682)	FY 1991-92 (N = 740)
Telephone	$2,421.33	$2,664.98	$2,899.77
Water/Sewage/Garbage	$5,077.78	$6,874.06	$8.605.40
Natural Gas	$2,060.52	$3,321.10	$3,013.07
Electricity	$36,632.02	$37,744.32	$36,200.89
TOTAL	$46,191.65	$50,604.46	$50,734.13

A total of $4,412.81 more was spent in 1990-91 for energy services than was spent in 1989-90 at Aloma Elementary School. Energy services expenditures for 1991-92 were almost identical to 1990-91 costs. Aloma had 180 regular school days and 20 summer school days in 1990-91 and 225 school days in 1990-91 and 1991-92.

The largest increases in energy services after implementation of YRE were in water, sewage, garbage and natural gas. Electricity increased slightly which could be attributed to the use of air conditioning in the summer months. Water is supplied by the City of Winter Park; rates for this utility increased from .5625 to .8125 per gallon from 1989 to 1990. A sprinkler system was added to the Aloma campus during the 1990-91 school year.

Table 4
Energy Services Expenditures for Palm Lake Elementary School

Category	FY 1989-90 (N = 1106)	FY 1990-91 (N = 781)	FY 1991-92 (N = 747)
Telephone	$4,064.85	$3,745.31	$3,841.08
Water/Sewage/Garbage	$34,602.19	$12,694.90	$11,516.81
Electricity	$51,462.69	$43,396.68	$43,880.52
TOTAL	$90,129.73	$59,809.89	$59,238.41

A total of $30,319.84 less was spent for energy services in 1990-91 than was spent in 1989-90. Expenses in each category were significantly reduced. Energy services expenditures for 1991-92 were slightly less than 1990-91 costs. Palm Lake Elementary had 11 relocatable units moved from the campus during the summer of 1990 due to the opening of Windy Ridge and the implementation of YRE. Palm Lake increased school days from 180 regular and 20 summer school in 1989-90 to 225 school days in 1990-91.

Table 5
Energy Expenditures for Tangelo Park Elementary School

Category	FY 1989-90 (N = 461)	FY 1990-91 (N = 413)	FY 1991-92 (N = 426)
Telephone	$3,736.44	$3,595.74	$3,429.83
Water/Sewage/Garbage	$5,731.25	$5,796.40	$6,875.61
Natural Gas	$4,663.66	$4,164.51	$5,424.54
Electricity	$34,946.01	$37,907.49	$39,596.55
TOTAL	$49,077.36	$51,464.14	$55,326.53

A total of $2,386.78 more was spent for energy services in 1990-91 than was spent in 1989-90 at Tangelo Park Elementary School. The most significant increase was in electricity, which could be due to the increased use of air conditioning in the summer months. Energy services costs increased by $3,862.39 from 1990-91 to 1991-92. Tangelo Park had 180 regular school days and 20 summer school days in 1989-90 and 210 school days in 1990-91 and 1991-92.

The invoices for energy services are sent to the district finance team. Principals see the telephone bill, but do not receive direct monthly charges for water/sewage/garbage, natural gas, and electricity.

Maintenance and Repair

Maintenance and repair records are kept by the facility Fiscal Control Administrator, Facility and Transportation Services Department. The records are kept according to work orders submitted by the school administrator. These records were supplied to the evaluator for FY 1989-90, FY 1990-91, and FY 1991-92. A review of these records indicates the work order requests and the expense charged for those requests did not change significantly after implementation of YRE.

The major predictors of costs for maintenance and repair is the age and condition of the school. The three pilot year-round schools did not require any major maintenance or repair before implementation of YRE or during the first year of YRE implementation.

Relocatables

Relocatables refer to the mobile classrooms that are installed on school campuses when enrollment goes beyond the school's permanent capacity.

The OCPS uses three types of relocatables: rental relocatables supplied from a vendor, relocatables that are built by the OCPS, and portables, built years ago by the OCPS (these are no longer built). Costs of OCPS constructed relocatables range from $33,000 to $37,000 per unit. The exact amount depends on the components of the relocatable (e.g., with or without restroom facilities). The OCPS has built over 300 relocatables. The OCPS also rents portable classrooms from a vendor in Georgia. Rentals are leased for 3-year periods and by contract can only be moved and installed by the leasor. It costs approximately $1,150.00 to move each rental unit. The OCPS spends over $1 million on rentals each year.

Each of the three pilot schools has relocatables. It was of interest to determine the number of OCPS rental relocatables at each school before and after implementation of YRE. Facility and Transportation Services managers reported that relocatables were removed from the pilot schools after YRE implementation.

Aloma Elementary had one rental unit and six OCPS relocatables in 1989-90. During the summer of 1990, two OCPS relocatables were moved from the campus. No relocatables were moved during the summer, 1991. (The Aloma campus does have additional units for such programs as Extended Day and these units were not impacted by YRE.) A single-wide was removed in 1992, but this unit was not a regular classroom.

All grade-level classrooms at Palm Lake are OCPS relocatable classrooms and the school has no rental units. During the summer of 1990, 11 relocatable classrooms were moved off the campus. During the summer of 1991, one OCPS relocatable was removed from the campus. Four relocatable units were removed in 1992.

Tangelo Park Elementary School had four relocatables in 1989-90. None were moved from the campus in 1990 and one was moved off the campus in 1991. None were removed in 1992.

Intersessions

During the first year of YRE implementation the single-track school offered intersession activities during October 1990, February 1991, and June 1991. The off-site activities (for one-half day each day of intersession) for students were located at Loch Haven area centers, including the Civic Theater for Young People, the Orlando Museum of Art, the Orange County Historical Society, and the Orlando Science Center. Students were transported by OCPS buses. Teachers from the Civic Theater, Museum of Art, Historical Museum, and Science Center taught lessons and directed students in hands-on enrichment activities. Teachers from Tangelo Park chaperoned the students and assisted the off-site teachers on request.

Intersession costs are obtained by invoice reports. The reports indicated that a total of $14,850.00 was expended on intersessions during the 1990-91 school year. These costs were eliminated in 1991-92 when school personnel implemented their own intersession activities.

FTE for Intersessions

The State of Florida allows that FTE may be collected beyond 180 days, but this allowance is limited to certain programs including PREP, PRIME, and dropout prevention. There is no cap for the number of days beyond 180 that may be supported by FTE, but there is a 25-hour cap for the number of hours per week per child that may be allowed. Every student participating in the intersessions is considered a PREP or PRIME student. Students in intersessions (as in summer school) were counted as earning FTE for five hours a day for two weeks for each intersession. In 1991, regular FTE (i.e., unweighted) received $3,761.00 in compensation from the State of Florida.

FTE reports were transmitted according to the schedule of the Florida DOE by school and program. The Florida DOE reimbursed the OCPS for the intersession FTE, but did not report the reimbursement by program or school. Comparison of the total FTE count sent to Florida DOE and the responding amount sent to the OCPS has satisfied the Information System specialists that the reimbursement was accurate. These records are available from Information Systems.

Conclusions

In November 1991 an analysis of costs for year-round schools was conducted by the associate superintendent for Business and Administrative Services. The analysis indicated that YRE had potential for substantial capital outlay cost avoidance, but with the probability of limited operating cost increases. The report cautioned that costs in all schools are influenced and controlled more by policy decisions of the school board and administration than by those factors that are more uncontrollable in nature (e.g., staffing formulas are somewhat controllable while maintaining an older facility's roof is not).

Records of school costs were found by this researcher in Facility Services, Business and Administrative Services, Transportation Services, Elementary Education Services, and at pilot schools. There was no one single record of expenses associated with YRE pilot schools.

The records that were located indicated costs associated with start-up of YRE were approximately $60,354 for the three pilot schools for purchase and installation of cafeteria fans (single-track and multitrack) and rolling cabinets and students' tubbies (multitrack only).

The Cost Accounting Report, required by the Florida DOE, was used as a standard measure of per pupil costs since the report provides the ratio of students to teachers for each of the programs offered by the school. when compared to the 1989-90 school year, the student-teacher ratio for basic programs decreased at the three pilot schools during 1990-91, the first year of implementation. This lower student-teacher ratio translated to approximately a 9% per pupil cost increase. The district had staffed the multitrack YRE pilot schools at 100% of the anticipated enrollment, rather than 80% of the enrollment (i.e., 80% would be at school at any given time). During 1991-92 the student-teacher ratio increased. This increase meant that the pilot schools decreased per pupil costs (10-12%), which brought the second year of YRE implementation to approximately the same level as it was prior to YRE in 1989-90. The staffing of the multitrack YRE schools was determined based on 80% of the anticipated enrollment. All student-teacher ratios are well within the range permitted by the Florida DOE.

Initial intersession programs and activities purchased from the Loch Haven sources (e.g., Civic Theater, Historical Museum) for the summer of 1991 totaled $14,850. These costs have been eliminated since the schools began implementing their own intersession activities during the summer of 1992. FTE for intersessions was accepted by the Florida DOE and the OCPS received compensation for these days of instruction.

Maintenance costs remained constant since there were no major repairs or construction (e.g., no roof replacements). Food services and transportation costs rose slightly due to increase in number of meals served and number of trips to school. Utilities costs fluctuated and analysis of energy use indicated no one reason for utility cost increases or decreases, although the additional school days influenced increases.

The two multitrack pilot schools did not add classroom structures so there were no capital outlay costs. An exceptional education suite was built at the single-track school in 1991-92 as part of a long-range improvement plan for older schools. The building was not a result of YRE needs.

Recommendation

Consideration should be given to requesting that Business and Administrative Services develop a functional report for principals and other administrators that provides information about the costs of YRE as well as the adequacy of funding of FTE intersessions from the Florida DOE. A consolidated report for the YRE schools may help plan for the future of YRE.

3. Do the required and routine school activities function efficiently within the scheduling of the YRE calendar?

Findings

Principals and teachers in the YRE schools were interviewed about school activities in the YRE environment. Interview questions focused on several major topics with results that are described below.

Population of Tracks

Track selection procedures are one of the most important considerations for a multitrack year-round school. Review of related literature shows that track selection varies among YRE schools across the country. Reports describe school administrators assigning students to tracks without parent input, making track selection permanent, and assigning all exceptional education students to the same track. Ill-planned track selection procedures can have a very negative effect on the whole year-round education concept.

The OCPS administration and the track selection committees at the two multitrack pilot schools determined that track selection would be based as much as possible on parent preference. The track selection committees, composed of parents and teachers, at the multitrack schools recommended that track selection packets be sent to parents and that parents indicate track preference. Track packets were distributed for the first time in January 1990, and priority consideration was given to track preference requests that were returned on time. The forms were requested of parents K-4 with the exception of Palm Lake students who would be enrolled in Windy Ridge during 1990-91.

A review of records in multitrack schools shows that tracks are populated evenly. Initially, one or two tracks may fill up more slowly because of the process involved in placing students. By about the second week of school the tracks became evenly populated.

In addition to the primary factor of parental preference, several other factors are considered when placing students on tracks, including the following:

Court ordered visitation requirements
Siblings enrolled in secondary education (middle or high school)
Siblings enrolled in same school
Balance of gender per class
Balance of race per class
Even distribution of special education students
Total number in each track and each class

Consideration of all these factors ensures fairness, but sometimes means that one track may fill up more quickly than another as parental preference and demographic makeup of classes is considered. During 1990-91 Aloma Elementary School had five tracks, providing a choice of five calendars within the school year. Palm Lake Elementary also had five tracks, but was able to offer two red tracks since red track was the most requested track that year. The table that follows demonstrates the results of the 1989-90 Track Preference Forms submitted by parents for the 1990-91 school year.

Table 6
Results of Track Preference Forms 1990 at Aloma and Palm Lake Presented in Percentages

Action	Aloma	Palm Lake
Forms returned	94	94
First Track Choice Placement	83	91
Second Track Choice Placement	17	08
Third Track Choice Placement	01	01

Track Preference Forms are also made available for parents who wish to request a track change. The same factors listed earlier are considered when parents make the track change request. Principals noted that track change requests made in spring 1991 seemed to be related to parents' preference for a certain teacher or related to parents' preference for a blue or red track if an older sibling had graduated to middle school. Indications that preference for a certain teacher was a consideration for track selection by parents appeared when teachers were reassigned and track change requests followed. Principals explained that, along with track preference, teacher preference is one of the most important concerns to parents. Over 97 percent of the track change requests made in Spring 1991 were approved with over 80 percent receiving first choice of track placement. Track change requests made in Spring 1992 were also overwhelmingly approved.

Review of track enrollment indicates that the track and class enrollments are balanced. Records of the two schools are presented below in the following table.

Table 7
Track Enrollment At Aloma and Palm Lake Elementary Schools 1990-91

Track	Aloma	Palm Lake
Blue	142	138
Green	122	110
Yellow	133	107
Orange	131	109
Red	142	233*

*Represents two red tracks at Palm Lake

Student Transfers

Parents of students who transfer into one of the two multitrack year-round schools during the school term also complete track preference forms. Track placement is based on the same factors listed earlier. In addition, the amount of time the student has already been in school is considered. The track that is most similar to the amount of time the student has been enrolled in school is the most likely track placement.

Teachers reported that students who transferred from other schools in early fall, or who had never been in school, had to catch up with their YRE peers since YRE students had spent more time in school. Teachers must work individually with transfer students to help them catch up with their classmates.

Grade Levels With Rovers

Each grade level was given the opportunity to have a volunteer rover. This person moves to another classroom after each three-week break while other grade level teachers use the same classroom. The rover uses the storage cabinets and students use tubbies, portable stacking deep trays, to store their materials during breaks. During 1990-91 Aloma Elementary had rovers at grades K, one, three, four and five; Palm Lake had rovers at grades one, three, and four. During 1991-92 Aloma had rovers at all grade levels and Palm Lake had rovers at grades one through five.

Interviews with teachers at the multitrack schools indicated that the rover was highly popular with the other grade level teachers who did not have to move from their rooms. The stationery teachers appreciated the efforts of the rover and cooperated in every way with any request made by the rover (e.g., for materials to be placed in a certain order in classroom cabinets). The descriptions of moving from class to class provided by rovers indicated that their success had much to do with organizational skills. Grade one through five teachers reported that students had no difficulty in moving to different classrooms. Kindergarten teachers reported some difficulty for students moving to new classrooms, although some felt that the problem occurred only in the beginning of the year.

Rovers described preparing the classroom with student art work and familiar bulletin boards so that students could adjust to the new room easily. Before they went off track, teachers prepared students for the new room. Teachers of younger students placed a special sign or picture outside the new room so that students could easily find the room.

The Track Change Day was designated as the time when teachers could prepare materials for the track change. Teachers reported planning carefully for the track change day and working as a team to teach students so that the teacher who was moving off-track could pack and prepare for the break. These activities and the organizational skills of the rover ensured successful classroom sharing.

Sharing Classrooms

Rovers, grade level teachers without rovers, and single-track and intersession teachers share classrooms. In a multitrack school, without a rover, typically five teachers use four classrooms, which means each teacher moves about three times during the school year. Interviews with teachers who share rooms and CRTs at multitrack schools indicated that organization and communication are the keys to efficient classroom use. The teachers developed a "Track Change Checklist" that listed all the necessary items for sharing rooms. The outgoing and the incoming teachers share the form and testify that it ensures smooth transition from classroom to break to classroom. Teachers at the single-track school also shared those classrooms used during intersessions. The regular classroom teachers and intersessions teachers reported that there was cooperation in sharing the rooms and reported no problems.

Report Cards

Teachers reported that report cards were completed on time. Single-track teachers and many multitrack teachers found preparing the report cards was easier when a workday was scheduled prior to the due date for the reports. The program specialist for YRE reported that workdays have been placed on the calendar to accommodate teachers' needs for time to prepare report cards.

Substitutes

Qualified substitutes were available for the year-round school. On a number of occasions, YRE teachers who were off track served as substitutes for their colleagues.

Physical Education and Outdoor Activities

Physical education activities during summer weather were a concern voiced by physical education teachers prior to year-round education implementation. During 1990-91 Aloma Elementary School faculty, volunteers, and partners built a covered pavilion for physical education classes.

Palm Lake Elementary built a covered pavilion during the 1989-90 school year. The pavilion is valuable, but it can only be used for one class out of the three that have physical education at the same time.

There is no covered pavilion at Tangelo Park Elementary as of October 1992.

FTE Reports

The reporting of Full-time Equivalent (FTE) enrollment is essential to school operations. FTE forms the basis for funding supplied from the Florida DOE to the schools. The number of FTE determines a school's budget. FTE is defined according to the Florida School Laws Chapters 228-246 Florida Statutes 1990 Edition. Chapter 236, page 239 as follows:

> "A "full-time equivalent student" in each program of the district is defined in terms of full-time students and part-time students as follows:
>
> A "full-time student" is one student on the membership roll of one school program or a combination of school programs listed in s. 236.081(1)(c) for the school year or the equivalent for:
>
> 1. Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level 4 through 12 and adult, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3 ...."

Funding for OCPS programs supplied by the State of Florida is based on the number of FTE generated by district schools. There was concern prior to the implementation of YRE about the exact schedule for reporting FTE in a school on a year-round calendar. The Florida DOE responded to the change in calendar by creating new policies that allowed for the data to be reported in a more flexible manner.

Principals reported no difficulty in completing the FTE reports according to the new guidelines. There was some confusion as to how FTE would be reported for intersessions, but guidelines and reporting procedures were clarified during the 1991-92 school year.

ADDitions Volunteers and Parent Participation

Teachers were asked if there had been any change in the participation of volunteers and parents after the implementation of YRE. Teachers reported no decrease in participation by volunteers and parents. Tangelo Park teachers reported that parents volunteered to help with field trips and were supportive of the intersessions. The Tangelo Park Elementary PTA president reported increased parent participation during 1990-91, which stabilized during 1991-92.

Transportation

The Transportation Department transports students to the year-round school according to the 60/15 calendar as well as the intersession schedules. School administrators and teachers reported no difficulty as students were transported according to the five-track year-round calendar. Transportation administrators, routing specialists, and bus drivers reported that the year round calendar was easy to follow. The only difficulties encountered had to do with the intersession transportation of students during 1990-91 and these problems were solved by joint planning and communication the following year.

School Events

During 1991 fifth-grade teachers at the multitrack schools expressed concern about the difficulty of having all fifth graders on campus at the same time for graduation and other special fifth-grade days. This concern was not voiced in 1992 teacher interviews.

Other events, such as Bobcat Day and holiday parties, are planned so that children can attend an equal number of events. For example, if children miss the Halloween party, they will not miss the next holiday party. Teachers and principals reported that scheduling events carefully the year before YRE implementation ensured equal participation in social events.

Conclusions

Based on review of records, interviews with instructional personnel, support personnel, and administrators, there is evidence that the required and routine school activities function efficiently within the YRE calendar.

Tracks appear to be evenly populated at the multitrack schools. In 1990-91, the majority of parents (80-91%) received their first choice of track placement. In subsequent years, parents were provided with Track Change Requests if they needed to change to another schedule. The vast majority of these requests were honored. When students transfer into YRE schools, they are assigned to the track with the schedule that best suits transfer of learning. Students who transfer in the fall from a traditional calendar often need one-on-one assistance to catch up with their peers. Teachers in grade levels with rovers seem to appreciate the rover. Rovers are teachers who move with their classes to the rooms vacated for three weeks when other teachers are on break. Rovers who are well organized seem to be the most successful. Students seem to adjust to roving with no learning or behavior problems.

Simple contracts setting forth details of classroom agreements are useful in helping teachers share rooms. Report cards are completed on time. Qualified substitutes, sometimes even YRE teachers who are off track, are available during the entire year. Physical education activities are modified for hot weather and, when a school has a pavilion, classes can be held out of doors. FTE is reported according to the Florida DOE requirements.

There is evidence that participation of ADDitions volunteers and parents is not negatively affected by YRE at the multitrack schools. ADDitions volunteers and parent involvement appear to have increased at the single-track YRE school. Transportation for students at the YRE schools for the 60/15 calendar was not cited as a problem. School events are scheduled in advance, and parents are informed through school newsletters. The only concern that teachers expressed related to school events had to do with the difficulty in scheduling all of one grade level at school at the same time (e.g., fifth-grade recognition, 1991).

Recommendations

Consideration should be given to recording the various activities and processes that have proven successful in ensuring that school activities function efficiently in the YRE calendar at the pilot schools. This might take the form of a YRE school management handbook or videotape. The experiences of teachers and principals at the three pilot schools should be used to benefit the future implementation of YRE.

4. Do attendance rates for students and teachers change after implementation of YRE?

It was of interest to determine if the attendance rates of students and teachers changed after implementation of the 60/15 calendar. Attendance rates were calculated for students and teachers by school for 1989-90, prior to implementation of YRE, and 1990-91, after the first year of YRE implementation.

Findings

Teachers

The attendance for instructional faculty, described as percent absent, are displayed in Table 8. The total time worked and total sick leave used per year was used to determine the percent absent. These records were supplied by Information Systems.

Table 8
Percent Absent of Instructional Faculty at Aloma, Palm Lake, and Tangelo Park Elementary Schools and OCPS District Average Before and After YRE Implementation

School	1989-90	1990-91	1991-92
Aloma	3.75	4.79	3.24
Palm Lake	3.24	3.76	3.79
Tangelo Park	2.65	2.84	4.02
Average of Three Schools	3.24	3.85	3.68
District Average	3.25	3.59	3.77

The rate of absence at Aloma, Palm Lake and Tangelo Park increased from 1989-90 to 1990-91, as did the district average.

The rate of absence at Aloma Elementary School for 1990-91 was partially due to several special circumstances including one transfer out of state, two teachers on maternity leave and one teacher who was terminally ill. If these four special cases are deleted, the Aloma percent absent of instruction faculty would become 3.53.

These records indicate that the percent absent increased slightly at the three YRE schools and the district between 1989-90 and 1990-91.

Students

Average daily attendance for students is calculated based on two full-time equivalent (FTE) periods that occur in October and February of each year. The average daily attendance for students at the three pilot schools before and after implementation of YRE is presented in Table 9.

Table 9
Calculated Average Daily Attendance at Aloma, Palm Lake, and Tangelo Park Elementary Schools and OCPS District Average

School	1989-90	1990-91	1991-92
Aloma	94.5	94.4	95.1
Palm Lake	95.5	96.5	96.1
Tangelo Park	95.5	94.6	94.1
Average of Three Schools	95.2	95.2	95.6
District Average Elementary Schools	94.6	94.9	95.0

These records indicate that the average daily attendance at the three YRE schools was higher than the district average. These records also show that the average daily attendance dropped slightly at Aloma and Tangelo while Palm Lake showed a slight increase in average daily attendance. Records for average daily attendance for all schools are maintained by Information Systems.

Conclusion

Based on the attendance records of the three pilot schools, there are no indications that attendance of students or teachers changes significantly after implementation of the YRE calendar.

Recommendation

None.

5. Does student achievement change when YRE is implemented?

Findings

It was important to determine if student achievement scores changed or were maintained after the implementation of YRE. Normal expectations are for student achievement scores to remain constant. Testing experts recommend collecting standardized test scores for at least three years before looking for trends in achievement.

The OCPS Test Adoption Committee's recommendation that the district change from the CTBS norm-referenced test to the Stanford Achievement Test Eighth Edition (SAT--8) was accepted in 1990. All three YRE pilot schools agreed to be part of the pilot, or equating, study when the district converted from the CTBS to the Stanford. This extra work on the part of the school faculty meant that Stanford scores from 1990 could be compared to Stanford scores in 1991 (rather than CTBS to Stanford).

District testing procedures adopted in summer 1990 included that only second and fourth grade students should be tested annually on the Stanford norm-referenced test. The principals and faculty of the pilot schools volunteered to test students in grades two through five to provide data for the pilot implementation and program evaluation of YRE.

The OCPS-selected norm-referenced test, the SAT--8 was administered at grades two through five at the three year-round pilot schools in spring 1990. The SAT--8 was again administered at the three year-round education schools spring 1991 and spring 1992. This process allowed for one baseline year of scores plus two subsequent years of achievement scores.

The three tables that follow present the cross sectional data analysis results on the SAT--8 at the three pilot schools, spring 1990, 1991, and 1992. The tables indicate mean percentiles for students tested in 1990, 1991, and 1992 by grade level. Students tested in 1991 are a different group than those tested in 1990.

Table 10
Cross Sectional Data on the Stanford Achievement Test--8, Aloma Elementary School.

Grade	Reading Comprehension			Total Math		
	90	91	92	90	91	92
2	57	50	41	58	58	44
3	52	59	54	59	66	57
4	51	64	55	55	57	56
5	55	66	54	57	67	51

Table 11
Cross Sectional Data on the Stanford Achievement Test--8, Palm Lake Elementary School.

Grade	Reading Comprehension			Total Math		
	90	91	92	90	91	92
2	53	48	44	51	66	64
3	60	63	53	74	63	65
4	57	67	56	58	69	56
5	55	58	59	54	55	60

Table 12
Cross Sectional Data on the SAT--8, Tangelo Park Elementary School.

Grade	Reading Comprehension			Total Math		
	90	91	92	90	91	92
2	40	38	38	43	49	46
3	27	38	33	27	41	34
4	35	28	35	43	41	45
5	35	38	25	40	51	17

Cross sectional data analysis is particularly helpful if a new program has been implemented at a certain grade level (e.g., a math manipulative program for second grade). Cross sectional analysis does not control for mobility. As the tables above illustrate, generally student achievement scores for Reading Comprehension and Total Math Subtests did not fall from 1990 to 1991 on the Stanford Achievement Test (i.e., most change scores were positive). Achievement scores for the same subtests generally fell between 1991 and 1992 (e.g., most change scores were negative). Scores for 1990 and 1992 were often similar.

Tables 13-15 present the longitudinal cohort data analysis results on the SAT--8 at the three pilot schools, spring 1990, 1991, and 1992. The tables indicate mean percentiles and change scores for students tested in YRE schools in 1990, 1991 and 1992. The scores displayed are only from those students enrolled in 1989-90, 1990-91, and 1991-92 at the pilot YRE schools (i.e., longitudinal analysis controls for student mobility).

Table 13
Longitudinal Cohort Data Analysis on the SAT--8, Aloma Elementary School

Grade	Reading Comprehension			Total Math		
	90	91	92	90	91	92
2-3-4	60	63	58	59	70	64
3-4-5	58	71	60	65	63	57

Table 14
Longitudinal Cohort Data Analysis on the SAT--8, Palm Lake Elementary School

Grade	Reading Comprehension			Total Math		
	90	91	92	90	91	92
2-3-4	56	66	65	53	67	62
3-4-5	63	68	63	74	70	64

Table 15
Longitudinal Cohort Data Analysis on the SAT--8, Tangelo Park Elementary School

Grade	Reading Comprehension			Total Math		
	90	91	92	90	91	92
2-3-4	41	42	38	43	46	53
3-4-5	26	31	30	23	37	24

These figures indicate that students who had been enrolled at the pilot schools for three years had positive change scores on the SAT--8 Reading Comprehension and Total Mat subtests between 1990 and 1991. Test results also indicate that, for the most part, there were negative change scores between 1991 and 1992. Comparison of 1990 and 1992 subtest scores indicate some similarity.

The table that follows displays the average scores on the SAT--8 for the three pilot YRE schools for three years and for the district for two years.

Table 16
Cross Sectional Data on the SAT--8, Comparison of OCPS 3-Year-Round Schools (grades 2-5) and District Average (grades 2 and 4)

Grade	Reading Comprehension					Total Math				
	YRE 90	YRE 91	D* 91	YRE 92	D* 92	YRE 90	YRE 91	D* 91	YRE 92	D* 92
2	52	47	35	42	36	51	60	45	53	46
3	52	56	-	50	-	62	59	-	56	-
4	52	58	43	50	44	55	59	46	53	48
5	51	57	-	50	-	53	59	-	49	-

*D = District

This table indicates that the average mean percentiles on the SAT--8 for the three pilot YRE schools were consistently higher than the district average in Reading Comprehension and Total Math subtests at grades two and four in 1991 and 1992. The pilot year was 1990, so district SAT--8 scores are not available for that year. The district tests grades two and four, so grade three and five are not available for comparison.

It may be useful to note the second grade student achievement scores of McCoy Elementary School. This school volunteered to participate in the OCPS pilot, or equating study, of the Stanford in spring 1990 with testing only at those grade levels allowed by the OCPS testing procedures. McCoy second grade scores (the only grade level that had scores for both years) from 1990 to 1991 showed a positive median score change of 12 on the Reading Comprehension Subtest and a positive median score change of 21 on the Total Math Subtest. These scores, although not reported in mean percentiles as the YRE school scores were, may indicate that positive change on the Stanford at the YRE schools may not be unusual.

Tangelo Park Elementary School faculty piloted curriculum for the on-site intersessions and determined that alternative assessment would be a practical approach to measuring student growth during intersessions. Plans are being made to develop and pilot test alternative assessments for selected intersession lessons.

Conclusions

It was important to determine if student achievement scores changed or were maintained after the implementation of YRE. Testing experts had recommended that standardized test scores be collected for at least three years before looking for trends in achievement. The Stanford Achievement Test--8 was administered to grades two through five during April and May of 1990 at the three pilot schools. The test was again administered to these grades in spring of 1991 and 1992. Cross sectional analysis of the scores on subtests revealed positive change from 1990 to 1991 and negative change from 1991 to 1992. Longitudinal cohort analysis revealed the total change on the subtests was positive from 1990 to 1991 and negative from 1991 to 1992. Comparison of 1992 scores indicated similarity with 1990 baseline scores. Comparison of the average YRE schools' scores with the district average scores indicated that the YRE average scores were significantly higher than the district average scores on all subtests of the SAT--8 in 1991 and 1992 at grades two and four (the only grades tested districtwide).

The results of two years of achievement scores following the baseline year did not indicate a trend in achievement.

It is impossible to factor out all the instructional variables to isolate exactly how much effect implementation of YRE had on the test scores. Aggregate achievement data for schools tell little about the effect of educational changes on individual children. Reports from other districts that have implemented YRE indicate that the most likely students to benefit from the single-track YRE are Chapter I, ESE, and at-risk students. The intersession curriculum has been rigorously implemented for one year, and the single-track faculty report that they wish to use this experience to develop alternative assessment procedures.

Recommendations

Consideration should be given to continuing to monitor YRE pilot school student achievement to provide a third year of data. In addition, consideration should be given to expanding the use of alternative assessment at the single-track YRE pilot school, especially with Chapter I, ESE and at-risk students.

6. Is curriculum adapted adequately for use in the multitrack and single-track YRE calendar?

This question is answered by describing the curriculum adaptations for the 60/15 calendar and the curriculum developed for the intersessions.

Findings

Adaptations for the 60/15 Calendar

The existing K-5 curriculum was specially adapted for the new 60/15 calendar by teachers at the three pilot schools. Each school had a curriculum committee composed of one parent, nine teachers, and one school-based liaison. The committee and the grade level teachers reviewed the curriculum and planned a series of three-week units during the 1989-90 school year. Planning the units in three-week blocks meant that students did not leave for break in the middle of a lesson, activity, or unit.

Teachers at the three pilot schools were interviewed about their experiences with the revised curriculum. Every teacher at Tangelo Park was interviewed (N = 36) and every teacher on-track at Aloma (N = 30) and Palm Lake (N = 35) was interviewed. Several statements that seemed to be common to most teachers are described here:

1. The delivery and pacing of lessons and units had improved due to carefully planning the curriculum in three-week blocks. Teachers found that they kept on schedule and that the pacing of curriculum had improved with the YRE schedule.
2. The efficiency of the three-week units was credited to the planning done during the 1989-90 school year. Teachers found that the units were well developed and that they did not have to go back and revise materials. Many teachers expressed pride in the efficiency of the planning process.
3. Some grade-level teams developed plans for materials and student centers so that each classroom had adequate resources to support the curriculum. This meant that each classroom had common learning centers.
4. Regular education students (i.e., not exceptional education or gifted students) have had no difficulty responding to the presentation of the curriculum in three-week blocks.
5. Physical education teachers adapted lesson plans to make them suitable for the hot summer months.
6. Special education teachers and teachers of gifted students adjusted curriculum during the year to meet the special needs of their students.

Curriculum for Intersessions

The curriculum for intersessions was developed by teachers at Tangelo Park Elementary School, the district program specialist for YRE, the early childhood program specialist and district resource teachers, the science program specialist and resource teacher. Lesson plans were developed for the on-site intersession classes. The off-site lesson plans were the responsibility of the teachers at Loch Haven Center and Mead Gardens. Students attended activities at the Orlando Science Center, Orange County

Historical Museum, Orlando Museum of Art, and the Civic Theater in 1990-91. The major goal of the intersession was to provide enrichment curriculum and experiences. Curriculum for on-site intersessions included such topics as arts and crafts, computers, creative dramatics, video productions, and cooking through literature. The theme of the regular PREP and PRIME sessions was the American Adventure, the theme of which was states and their characteristics. Students "traveled" to the states and while learning about the state, practiced math, reading, and creative thinking.

The curriculum developed for the intersessions was field tested during the first intersession in October 1990. During December 1990, Tangelo Park teachers met with the program specialist for YRE and the program specialist for early childhood education who made recommendations for change. Recommendations included that the curriculum be made available early so teachers could begin preparing for teaching and that the curriculum contain more academic emphasis. Teachers also recommended that YRE teachers take a larger responsibility in curriculum development. The recommendations were accepted, and the revised curriculum was implemented in February 1991.

The evaluator interviewed instructional personnel during January and February 1991. Teachers reported that they could determine that students had increased knowledge after intersessions. Students demonstrated transfer of learning from the intersession classes to the regular classes (e.g., volunteering information to the teacher from the American Experience classes). Teachers had limited knowledge of the curriculum scope, since teachers who did not teach intersessions had not been provided with copies of the curriculum. Teachers who did teach intersessions generally had seen only their portion of the curriculum lesson plans. The principal and CRT reported that the lack of information about curriculum objectives and content made it difficult for teachers to link the regular curriculum to the intersession curriculum.

Conclusions

Teachers reported that they successfully made curriculum adaptations for the 60/15 calendar. Students are able to keep up with the pace of the curriculum and teachers report that their lesson pace has improved. Teachers credit the planning and organization accomplished during 1989-90 as reasons for the curriculum success.

Curriculum for intersessions has been field tested and modified. Teachers continue to request active participation in the intersession curriculum development process to custom-design activities and skill development for individual schools.

Recommendation

Consideration should be given to encouraging grade-level teachers to match the intersession and 60/15 curriculum objectives, content, and outcomes to enhance lesson development. Consideration should be given to continuing to include teachers in the intersession curriculum development process.

7. Do instructional methods change after implementation of YRE?

Findings

As part of the structured interviews conducted during January - February 1991 and 1992, all teachers on track were asked if they had changed any instructional methods. Teachers reported that they did not change their instructional methods after implementation of year-round education.

Teachers were also asked if they reviewed less after a three-week break compared to the amount of time they reviewed after a 10-week summer break. The vast majority of the classroom teachers interviewed, grades 1-5, reported that they spent less time in review.

Third-grade teachers reported that after a five-week break (i.e., Orange track, December-January) multiplication tables must be reviewed more than other subjects. Third-grade teachers said this was not a problem when there were three-week breaks.

One group of kindergarten teachers reported that they had to adjust teaching skills somewhat during the first month of school in July because of the lower maturation level of the students. A group of first-grade teachers also reported that a few of the students were particularly immature in the first six weeks of school. In the traditional school calendar, these students would be starting school about one month later, in August.

First-grade teachers reported that they must tutor transfer students that arrive in August or September because these students are behind as compared to YRE students who began school in July. The remediation is usually conducted one-on-one with a teacher or an aide tutoring students.

Eighty percent of the classroom teachers interviewed reported that students and teachers came back from breaks refreshed and ready to return to learning. Over half the classroom teachers reported that the curriculum planning they had accomplished during the 1989-90 school year had helped their teaching go smoothly. These teachers expressed that the planning had enhanced their teaching and pacing of material.

Conclusion

Teachers report that they have not changed their instructional methods after implementation of year-round education. The majority of classroom teachers of grades one to five report that they spend less time reviewing after a three-week break than they did after the regular ten-week summer break. Students who transfer into a YRE school during August and September must receive special assistance to catch up to the academic progress level of their YRE peers.

Recommendation

None.

8. Does student conduct change in YRE?

Findings

Student conduct was not cited as a problem at any of the three pilot schools. Teachers in the three year-round schools were interviewed about student conduct in their classrooms. No teacher interviewed reported that YRE had an impact on discipline. Teachers noted the many variables related to student conduct and the difficulty in making comparisons between completely different classes of students (e.g., the class enrollments of 1989-90 compared with those of 1990-91).

Multitrack principals, CRTs, and teachers reported that there were fewer discipline referrals related to going to and from the buses. Teachers reported that there was less confusion in the hallways because there were fewer students in the common areas.

Teachers also reported that the noise level in the cafeterias during lunchtime was lower and that there was less confusion as students went through the lunch lines.

Student conduct logs are kept by schools according to disciplinary referrals. This log records student misbehavior, but not the number of students who received satisfactory conduct grades. Comparison of the logs does not mean comparison of the same students. The logs for the three pilot schools are displayed in the following tables.

Table 17
Discipline Log for Aloma Elementary School

Action	1989-90	1990-91	1991-92
Administrative Conference	47	31	84
Parent Contact	07	18	00
In-School Suspension	04	03	04
Work Detail	02	16	08
Time Out	06	07	09
Total Referrals	66	75	113

According to the discipline log there was an increase in referrals of approximately nine percent between 1989-90 and 1990-91 at Aloma. There was an increase of approximately 67 percent between 1990-91 and 1991-92. Interviews with grade level teachers did not reveal awareness of this increase. School administrators found that discipline referral records indicated the majority of referrals came from two teachers and some referrals came from bus drivers. This increase was not due to year-round education.

Table 18
Discipline Log for Palm Lake Elementary School for 1989-90 and 1990-91

Action	1989-90	1990-91	1991-92
In-School Suspension	07	12	18
Out-of-School Suspension	03	08	10
Bus Suspension	16	07	0
Expulsion	0	0	0
Total Referrals	26	27	28

According to the discipline log, discipline referrals at Palm Lake Elementary are stable from year to year.

Table 19
Discipline Log for Tangelo Park Elementary School

Action	1989-90	1990-91	1991-92
In-School Suspension	27	14	0
Out-of-School Suspension	24	18	16
Bus Suspension	0	0	1
Corporal Punishment	17	0	0
Expulsion	0	0	0
Behavior Contract (initiated 1991-92)	0	0	8
Total Referrals	68	32	25

According to the discipline log, there was a total of 36 fewer discipline referrals, a decrease of 53 percent. Corporal punishment was deleted as a discipline option as of 1990-91 at Tangelo Park. Discipline referrals further decreased in 1991-92.

Conclusion

Student conduct and discipline was not cited as a problem in the three year-round schools before or after implementation of YRE. Individual classroom teachers reported no change in student conduct due to year-round education. There seemed to be more order and less noise in hallways, in the cafeteria, and on the playground in the multitrack schools. A review of discipline logs from the pilot schools over a three-year period shows fluctuation in discipline referrals. Administrators and teachers attribute the fluctuation to individual school programs or procedures (e.g., dropping corporal punishment).

Recommendation

None.

9. What are the attitudes of students before and after implementation of year-round education?

Findings

Fourth-grade students in the YRE schools were surveyed prior to the implementation of year-round education, in June 1990. Fourth and fifth-grade students were surveyed after YRE implementation, in June 1991 and 1992. Survey items were developed for multitrack and single-track students. The focus of the survey was to determine student attitudes toward school and YRE. The surveys are presented in Appendix D of this report. Instructional personnel were also interviewed about the attitudes of students after YRE implementation. The table below describes the results of survey items that asked student opinions about school.

Table 20
Results of Two Survey Items That Addressed Fourth-Grade Student Attitudes Toward YRE at the Three Pilot Schools. Results are Reported in Percentages

SURVEY ITEMS	ALOMA			PALM LAKE			TANGELO PARK		
	89-90 (N = 78)	90-91 (N = 100)	91-92 (N = 93)	89-90 (N = 155)	90-91 (N = 132)	91-92 N = 108)	89-90 (N = 44)	90-91 (N = 45)	91-92 (N = 55)
1. How would you describe your attitude toward YRE school?									
Happy	12	33	44	30	33	38	16	33	53
So-so	56	48	47	48	50	50	75	58	38
Unhappy	32	19	8	20	17	12	7	9	9
2. Are you looking forward to coming to school next year?									
Yes	60	88	87	76	86	84	77	64	80
No	39	12	13	23	14	14	23	33	20

It appears that students surveyed at the three pilot schools are happier about YRE after actual experience with YRE. Student unhappiness with YRE decreased after implementation at the two multitrack schools. It should be noted that principals and teachers reported that students liked the term "so-so" and it is possible that students may have chosen this response because they were attracted to the novel word. So-so was meant to represent the word "neutral." Students at the YRE schools seemed to look forward to coming to school more after actually experiencing YRE

Teachers at multitrack and single-track pilot schools reported that the students returned from intersessions or breaks appearing refreshed and ready to learn. No teachers reported that students had complained to them about the YRE calendar.

Students were also asked about their preference for vacations and if they could participate in extracurricular activities on the YRE calendar. The table below presents student responses.

Table 21
Results of Two Survey Items That Addressed Student Opinions About Vacation Breaks and Outside Activities. Results are Reported in Percentages

SURVEY ITEMS	ALOMA			PALM LAKE			TANGELO PARK		
	89-90 (N = 78)	90-91 (N = 100)	91-92 N = 93)	89-90 (N = 155)	90-91 (N = 132)	91-92 (N = 108)	89-90 (N = 44)	90-91 (N = 45)	91-92 (N = 55)
1. Which do you think you'd like better/which do you like better:									
Regular summer vacation	59	40	37	51	48	36	36	44	49
3 or 4 shorter vacations	15	29	27	17	23	31	23	29	42
I like them the same	13	19	20	14	17	28	14	16	4
I don't know	13	12	16	16	11	6	27	11	6
2. Do you think/did year-round school allow you the time to do the things you like outside of school (like clubs, sports)?									
Yes	35	65	73	52	74	62	59	76	NA
No	36	35	26	20	26	38	11	22	NA
Don't know	28	---	---	27	---	---	27	2	NA

Student preferences for vacations seems to indicate no clear majority opinion. At Aloma and Palm Lake students indicated a decrease in preference for the regular summer vacation. Tangelo students indicated a slight increase in preference for the regular summer vacation. This increase could be related to the fact that the majority of Tangelo students attended the intersessions. The majority of students at all three pilot schools indicated that they could do the things they liked to do outside of school.

Students at Tangelo Park Elementary School were asked about intersessions. Table 22 presents the results of those items.

Table 22

Results of Two Survey Items That Addressed Fourth and Fifth-Grade Student Attitudes Toward Intersessions. Results Reported in Percentages

Survey Items	1989-90	1990-91	1991-92
1. Will you/did you attend intersessions?			
Yes	22	77	72
No	23	23	27
Don't Know	52	---	---
2. Did you enjoy intersessions?			
Yes	N/A	72	86
No	N/A	19	14

There was an increase in the students who said they planned on coming to intersessions and those students who actually attended the intersessions. The percentage of students indicating that they did not plan to attend intersessions was similar to the actual percentage who reported that they did not attend. The majority of fourth- and fifth-grade students who attended the intersessions indicated that they enjoyed the sessions.

Conclusion

Student survey results, and the reports of teachers, indicate the majority of fourth-grade YRE students at the pilot schools seem to have adjusted positively to the new calendar. Student opinions about vacations indicate no clear majority opinion for the traditional summer vacation or the YRE shorter, but more frequent breaks. The majority of students indicated they were able to do outside activities on the YRE calendar. The fourth- and fifth-grade students who attended intersessions indicated they enjoyed the optional schools days.

Recommendation

None.

10. What are the perceptions and attitudes of parents before and after implementation of YRE?

Findings

Parents of students in the three YRE pilot schools were surveyed regarding their perceptions and attitudes toward YRE prior to implementation in June 1990. Parents were surveyed again in June 1991 and June 1992. Survey items were developed for parents with children in multitrack and single-track YRE schools. Parent surveys may be found in Appendix E of this report.

Track Satisfaction

Parents at the multitrack schools, Aloma and Palm Lake, were asked if they were satisfied with their track (i.e., blue, green, yellow, orange, or red) before and after YRE implementation. Their responses are presented in the Table below.

Table 23
Results of Survey Item That Addressed Track Satisfaction Presented in Percentages

SURVEY ITEMS	ALOMA			PALM LAKE		
	89-90 (N=253)	90-91 (N=279)	91-92 (N=264)	89-90 (N=312)	90-91 (N=307)	91-92 (N=327)
1. Satisfied with track?						
Yes	76	80	85	65	79	80
No	10	12	10	17	10	14
No opinion	12	8	5	15	10	5

It appears that parents at Aloma who responded to the survey showed a slight annual increase in track satisfaction after implementation of YRE. Parents at Palm Lake showed an annual increase in track satisfaction after YRE implementation and a small decrease in the percentage of parents dissatisfied with their track. Overall, the majority of parents were satisfied with their track assignments.

Track Preference Forms were sent out in January to parents who wanted to change to another track for the next school year. Thirty Track Preference Forms were completed at Palm Lake and 32 were completed at Aloma Elementary School in 1991. The majority of parents requesting a change at Palm Lake had a child moving into middle school and a child in the elementary school. This meant that the red or blue track was preferred since these most closely resemble the traditional school calendar. At Aloma it appeared that the majority of track change requests had to do with requesting a specific teacher. The vast majority of track requests were approved at both schools in 1991 and 1992.

Child Care

Parents at all YRE pilot schools were asked about making child care arrangements before and after implementation of YRE. Parents were asked to compare making child care arrangements on the YRE calendar with the traditional calendar. They were also asked to indicate their primary source of child care (1990 and 1991 only). The following table presents the results of those items.

Table 24
Results of Two Survey Items Reflecting Child Care Concerns Presented in Percentages

SURVEY ITEMS *	ALOMA			PALM LAKE			TANGELO PARK		
	89-90 (N = 253)	90-91 (N = 279)	91-92 (N = 264)	89-90 (N = 312)	90-91 (N = 307)	91-92 (N = 327)	89-90 (N = 84)	90-91 (N = 254)	91-92 (N = 181)
1. Compared with the traditional calendar, making child care arrangements on the YRE calendar is/was									
Easier	2	10	8	4	4	8	11	19	23
About the same	12	28	28	15	23	29	20	29	25
More difficult	44	25	28	43	34	28	37	18	13
I don't know	16	---	---	7	---	---	14	4	4
I don't use child care	24	27	28	30	32	28	16	28	30
2. Primary source of child care (1990-91)									
Private daycare		9	9		9	10		10	5
All-day extended day		22	26		9	19		5	9
YMCA		1	0		4	3		33	10
Family members		26	21		24	24		13	39
Friends/neighbors		6	8		10	11		24	13
None required		27	28		35	24		15	21

*When columns do not add up to 100% it is because respondents did not answer items.

It appears from this data that parents find that arranging child care on the YRE calendar is not as difficult as anticipated prior to YRE implementation. A significant percentage of parents in 1992 (28-30%) indicated they did not use child care. Major sources of daycare included family members, YMCA, and Extended Day.

During the 1989-90 planning year a number of parents expressed concern about the availability of quality child care. Aloma Elementary parents particularly wanted their own Extended Day Program to be further extended during the YRE breaks (i.e., the 15 days between sessions). As a result of those concerns, district officials approved offering the Extended Day program not only before and after regular daily school sessions, but also during the days of each track break. Since the program was offered at Aloma, officials decided to also offer the program at Palm Lake. As a result, enrollments were recorded for the Extended Day Program during the three-week breaks, 1990-91 and are displayed in the table that follows.

Table 25
Enrollments in the Extended Day Program During Three-Week Breaks During 1990-91

Three-Week Breaks	Track Break Color	Aloma	Palm Lake
7/23 - 8/10	Red	10	Not offered
8/13 - 8/31	Orange	20	12
7/4 - 7/21	Yellow	15	9
7/24 - 8/10	Green	24	6
10/15 - 11/6	Blue	20	9
11/7 - 11/30	Red	22	21 *
12/3 - 12/21	Orange	13	11
1/7 - 1/24	Yellow	17	9
1/25 - 2/15	Green	25	6
2/19 - 3/8	Blue	25	13
3/11 - 3/28	Red	15	21 *
4/1 - 4/19	Orange	15	10
4/22 - 5/17	Yellow	15	10
5/20 - 6/7	Green	28	6
6/10 - 6/28	Blue	18	9

* Palm Lake had two red tracks in 1990-91.

The 1991 enrollment in the Extended Day Program was consistently higher at Aloma than at Palm Lake Elementary while 25 percent of the parents at Aloma and 34 percent of the parents at Palm Lake maintained that child care was more difficult on the YRE calendar than on the traditional calendar. In 1992, 28 percent of the parents at Aloma and 29 percent of the parents at Palm Lake found arranging child care on the YRE calendar was about the same as arranging child care on the traditional calendar. About an equal number do not need child care.

Vacations and Family Activities

Parents of children in the three YRE pilot schools were asked about planning vacations and family activities. The following table presents the results of those items.

Table 26
Results of One Survey Item About Planning Vacations and Family Activities Reported in Percentages

SURVEY ITEMS *	ALOMA			PALM LAKE			TANGELO PARK		
	89-90 (N = 253)	90-91 (N = 279)	91-92 (N = 264)	89-90 (N = 312)	90-91 (N = 307)	91-92 (N = 327)	89-90 (N = 84)	90-91 (N = 254)	91-92 (N = 122)
1. Compared with the traditional calendar, planning family vacations and activities on the YRE calendar is									
Easier	16	16	25	15	18	15	14	13	17
About the same	29	25	32	28	28	35	21	43	39
More difficult	36	27	21	46	35	36	43	26	27
I don't know	15	21	21	8	11	14	20	16	12

* When columns do not add up to 100 percent it is because respondents did not answer items.

The percentage of parents who believed that vacations were more difficult to arrange on the YRE calendar than the traditional calendar decreased from 1989-90 to 1990-1991. Forty-three percent of the parents at Tangelo Park found that planning vacations and family activities was about the same on both calendars. Apparently from 12 to 21 percent of the parents who responded to the survey did not plan family vacations.

Quality of Instruction

Parents of children in the three YRE pilot schools were asked about the quality of instruction in YRE schools compared to instruction on the traditional calendar. The following table presents the results of that question.

Table 27
Results of One Survey Item About Quality of Instruction Reported in Percentages

SURVEY ITEMS *	ALOMA			PALM LAKE			TANGELO PARK		
	89-90 (N = 253)	90-91 (N = 279)	91-92 (N = 264)	89-90 (N = 312)	90-91 (N = 307)	91-92 (N = 327)	89-90 (N = 84)	90-91 (N = 254)	91-92 (N = 181)
1. YRE quality of instruction compared to traditional calendar									
Better	29	22	35	19	23	28	35	46	49
About the same	34	45	39	27	44	46	27	41	34
Not as good	9	8	8	25	12	12	12	4	4
I don't know	25	16	11	27	13	14	25	9	7

Parent opinions about the quality of instruction on the YRE calendar compared with the quality of instruction on the traditional calendar vary among schools. Parents expressed a more positive opinion of YRE instruction after the second year of implementation. The "not as good" opinion dropped significantly at Palm Lake after YRE implementation.

Opinions about YRE

Parents of children in the three YRE schools were asked about their feelings toward YRE. The following table presents the results of that question.

Table 28
Results of One Survey Item That Addressed Parent Opinions of YRE

SURVEY ITEMS *	ALOMA			PALM LAKE			TANGELO PARK		
	89-90 (N = 253)	90-91 (N = 279)	91-92 (N = 264)	89-90 (N = 312)	90-91 (N = 307)	91-92 (N = 327)	89-90 (N = 84)	90-91 (N = 254)	91-92 (N = 181)
1. Current feelings about YRE; the more I hear about YRE,									
I like more	30	44	54	22	36	43	31	57	55
I like less	22	20	12	39	27	24	25	14	12
No strong feelings	43	26	27	34	29	26	41	29	29

* When columns do not add up to 100 percent it is because respondents did not answer items.

Conclusions

It appears that positive opinions about YRE increased after parents have experienced the year-round calendar. It also appears that negative opinions about YRE decreased after parents had experienced the year-round calendar. The largest number of parents responded that the more they experience YRE, the more they like it. The percentage of parents who had no positive or negative opinions about YRE ranged from 34 to 43 percent in 1990 and ranged from 26-29 percent in 1991 and 1992.

The largest increase in positive opinions about YRE occurred with the parents at Tangelo Park Elementary School. It should be noted that the number of Tangelo parents responding to the survey increased threefold from 1990 to 1991.

Recommendation

None.

11. What are the perceptions and attitudes of teachers before and after implementation of YRE?

Instructional personnel at the three YRE pilot schools were surveyed regarding their perceptions and attitudes toward YRE prior to implementation in June 1990. Teachers were surveyed again after the first full year of YRE implementation, June 1991. Survey items were developed for teachers in multitrack and single-track YRE schools. Instructional personnel were interviewed about YRE in January and February 1991 and 1992. Teacher surveys may be found in Appendix F of this report. Teachers were asked a variety of questions about their opinions of YRE and their experiences with YRE.

Track Satisfaction

Teachers were asked if they were satisfied with their track assignment in 1990-91. Of the 73 teachers who responded, 68 were satisfied with their track assignment and 5 were not. Of the 5 who responded that they were not satisfied, 3 indicated that the track they wanted was already filled. Interviews with all single-track teachers, and all multitrack teachers who were not on break, revealed overall satisfaction with their track assignment at that time (January and February 1991). Comments from teachers indicated that the track satisfaction had to do with personal use of the year-round calendar.

Teachers were again asked if they were satisfied with their track assignment in 1991-92. Interviews with all single-track teachers, and all multitrack teachers who were not on break, again revealed overall satisfaction with track assignment. Teacher surveys for all three years of study indicated satisfaction with track assignment.

Preparation for YRE

Teachers were asked if their understanding and preparation for YRE was adequate and asked if storage was adequate for YRE. Teachers responses to this item are presented below.

Table 29
Responses of Two Items That Addressed Teacher Preparation for YRE and Adequacy of Storage for YRE Presented in Percentages

Item	1989-90 (N = 82)	1990-91 (N = 78)	1991-92 (N = 79)
1. Preparation for YRE at our school was:			
Adequate	90	97	98
Inadequate	2	3	2
Cannot judge	6	---	---
2. Storage for YRE was:			
Adequate	40	92	93
Inadequate	9	8	7
Cannot judge	50	---	---

It appears the vast majority of teachers who responded to the survey found that their preparation for YRE was adequate and found that the storage for YRE was adequate.

Curriculum Blocks

Teachers were also asked if the three-week curriculum blocks for YRE are better organized and easier to complete, about the same, or less organized and more difficult to complete compared to years past. In 1991, of the 76 teachers who responded to the question, 46 percent said the blocks were better organized and easier to complete, 49 percent said they were the same, and 5 percent said they were less organized and more difficult to complete. Responses to 1992 teacher survey questions were similar to 1991 responses.

Adjustment to YRE

Teachers were asked about their adjustment to the YRE calendar. The table below presents the items and responses.

Table 30
Results of Five Questionnaire Items That Addressed Teacher Adjustment to the YRE Calendar Compared to the Traditional Calendar Presented in Percentages

Item	1989-90 (N = 82)	1990-91 (N = 78)	199192 (N = 79)
1. Arranging family vacations and personal activities on YRE			
Easier	24	46	36
About the same	29	32	40
More difficult	22	15	20
Not planned	24	6	4
2. Making child care arrangements on YRE			
Easier	0	1	1
About the same	6	18	23
More difficult	18	17	9
Not planned	76	63	68
3. Meeting family responsibilities on YRE			
Easier	13	23	20
About the same	49	49	48
More difficult	18	12	15
Not planned	20	16	17
4. Attending professional meetings and conferences on YRE			
Easier	4	1	2
About the same	31	56	46
More difficult	34	40	46
Not planned	4	3	7
5. Attending staff development activities/college courses on YRE			
Easier	5	1	1
About the same	20	40	40
More difficult	44	51	49
Not planned	32	8	11

From these responses it appears that teachers have found that taking vacations is not more difficult on the YRE calendar. Fifty-one percent of the teachers indicated that attending staff development activities and college courses on the year-round calendar is more difficult.

Teachers were also asked about what new activities they had participated in as a result of YRE. Forty-five teachers said they had taken vacations in seasons other than summer, 27 had substitute taught, and 23 had taught in intersessions.

Teachers were also asked about where they thought certain school activities and outcomes would occur; on the year-round calendar or on the traditional calendar. The table presents the results of those items.

Table 31
Results of 13 Items That Addressed Teacher Opinions About Where Certain School Activities and Events Would Occur. Results Presented in Percentages. When Figures do Not Equal 100 Percent, Teachers Indicated a "Do Not Know" Response.

Survey Items	1989-90 (N=82)			1990-91 (N=72)			1991-92 (N=70)		
	TSC*	YRE	Same	TSC*	YRE	Same	TSC*	YRE	Same
1. Time for remediation	2	24	56	3	36	55	5	35	57
2. Time for enrichment	7	29	46	9	34	55	4	34	57
3. High student motivation	1	42	42	4	57	38	2	54	45
4. Less teacher fatigue	4	81	2	9	77	13	15	65	19
5. Continuous learning	2	79	10	4	79	14	2	72	22
6. Student achievement	4	28	59	1	26	70	3	32	60
7. Extracurricular activities	7	26	45	16	26	52	12	23	58
8. Teacher attendance	23	59	23	5	51	36	8	38	40
9. Student attendance	9	49	22	8	39	47	7	32	50
10. Faculty communication	15	7	50	42	9	47	28	14	56
11. Good student conduct	0	24	51	3	21	75	5	25	69
12. Reduction of reteaching	1	62	13	1	70	23	3	68	26
13. Minimization of student stress	0	56	21	1	57	37	6	48	37

* TSC means Traditional School Calendar

Teachers who responded to the survey indicated that the YRE calendar would support some school activities including less teacher fatigue, continuous learning, attendance, less reteaching and less student stress more than the traditional calendar. Teachers indicated that there were some items that would be the same on either calendar, including time for remediation, time for enrichment, student achievement, extracurricular activities, and good student conduct. Teacher opinions about faculty communication were split between the traditional school year and same responses. The opinions about attendance also were mixed. With the exception of faculty communication, the teachers who responded in 1990-91 indicated that the activities and outcomes listed on the survey were less likely to occur only on the traditional school calendar. Comparison of responses prior to YRE implementation and after indicate some shift in opinion as teachers gain experience in YRE.

Opinions about YRE

Teachers were asked about their overall feelings about YRE before and after implementation. Their responses are described in the table below.

Table 32
Results of One Item That Addressed Teacher Opinions Regarding YRE Presented in Percentages

Item	1989-90	1990-91	1991-92
The more I hear/experience YRE			
. . . the more I like it	72	74	67
. . . the less I like it	22	6	8
. . . not positive or negative	23	19	25

The majority of teachers indicated that the more they experience YRE, the more they like YRE.

Conclusion

It appears from surveys and interviews of YRE teachers that they have made positive adjustments to the YRE calendar. It appears that the majority of teachers have positive attitudes toward YRE.

Recommendation

None.

12. Is shared decision making effectively utilized in the planning and implementation of YRE at the pilot schools?

Findings

Research regarding the change process has revealed that change is more readily accepted if the participants involved in the change have an influence on the change. This question was included to determine if the concept of shared decision making, that is, allowing principals, teachers, parents and support personnel to participate in making important decisions, was incorporated in the transition to the YRE calendar.

District Based Shared Decision Making

The major district committee formed to plan for YRE was the District YRE Review Committee. This committee included the program specialist for YRE, the three principals of the pilot schools and three parents and three teachers from each of the pilot schools. In addition, a representative from the CTA, an elementary education senior director and the associate superintendent for elementary education were also committee members. This committee met approximately once each month and reports were given by the program specialist for YRE and each principal, parent, and teacher from the pilot schools. Committee members brought forward concerns about YRE, told what they had accomplished at the individual schools, and shared information about the planning process. The committee provided information and suggestions to the evaluator for YRE program evaluation and made suggestions for YRE implementation to the program specialist for YRE. Meeting minutes indicate that this committee provided direction in the planning process for YRE and then gave reports to the elementary education team about the implementation process.

There was no district committee that included representatives from various support teams, such as transportation, finance, or community education. The year-round program specialist met with these teams personally as planning toward YRE proceeded. Representatives of these teams report that they would be willing to serve on ad hoc committees if YRE is further implemented in the district.

School-Based Shared Decision Making.

Each pilot YRE school selected YRE Committees to make recommendations on primary issues related to YRE. At the end of the 1988-89 school year notices were sent to parents asking them to volunteer to serve on committees to plan for the transition to YRE. Many parents responded. Teachers were also asked to participate in the committees. Seven committees were formed at the multitrack schools and four committees were established at the single-track school, with approximately 11 people serving on each committee.

The school-based committee composition of parents and teachers varied, based on the function of the committee. Each committee elected a chairperson and met as many times as necessary to plan for YRE. The committees reported their findings and recommendations to the school principal and program specialist for YRE and made reports to the parent or teacher representative to the District YRE Committee. Depending on the nature of the topic, the committee contacted community members and businesses for information. After the implementation of YRE, the committees became inactive, but the committee structure has remained intact so that committees may become active again as necessary during the school year. Records were kept of each committee's work.

The committees focused on specific topics that were necessary for transition to YRE and included the following:

- Calendar

  Responsibility: Review possible YRE calendars and make recommendations about which calendar would be appropriate to the schools needs.

  Result: The 60/15 calendar was agreed upon by all three schools as the only calendar that best suited the OCPS with a common three-week summer break.

- Track Preference Guidelines (multitrack schools)

  Responsibility: Develop criteria for placement of students in selected tracks, including forms for initial track selection and end-of-the-year track preference.

  Result: Forms were developed for track selection and track preference that included criteria for student placement.

- Communication (multitrack)

  Responsibility: Develop methods of communication to ensure continuity of information among staff and community, whether on-track or off-track.

  Result: Newsletters, notices, memos, and personal communication methods were used to communicate with parents, teachers, and students on and off track.

- Curriculum

  Responsibility: Consider all aspects of curriculum and related topics as they will be impacted by the YRE calendar, including curriculum units, report cards, and grouping of students.

  Result: The decision was made to develop the existing curriculum into three-week units and designate report card days.

- Scheduling (multitrack schools)

  Responsibility: Recommend strategies for using storage space, scheduling support and exceptional education classes, sharing of rooms and sharing of equipment.

  Result: Teachers developed recommendations for storage cabinets and supplies, as well as contracts for sharing rooms, procedures for rovers, and scheduling support and exceptional education classes.

- Child Care

  Responsibility: Investigate, organize and present to parents the child care options available in the community.

  Result: Each school committee made different recommendations which included the OCPS Extended Day Program, YMCA, and intersessions.

- Intersession

  Responsibility at single-track school: Design and implement an intersession curriculum that provides enrichment and remediation programs by utilizing school, business, and community resources.

  Results at single-track school: Teachers began the development of the curriculum, then the curriculum was further developed and finalized at the district level. Teachers field-tested the curriculum, and made recommendations to the district for changes; these recommendations were accepted. Teachers reported that although they appreciated the efforts of the district team, they preferred to have responsibility for intersession curriculum development at their school.

  Responsibility at multitrack schools: Act as liaison to parents about community resources available for enrichment activities during the intersessions.

  Results at multitrack schools: These committees found that their responsibilities overlapped with those of the child care committee.

Grade-Level Participation.

Interviews with grade-level teachers at the YRE schools indicated that classroom teachers had been involved in decisions at the planning and implementation stages of YRE. Teachers reported that cooperative decision making was demonstrated in grad-level meetings as teachers made joint decisions about the procedures for sharing classrooms. Because five teachers must share four classrooms, teachers found that setting rules for sharing the same classroom was important. Teachers created contracts for sharing space, and agreed on rules for storage of materials for the rover.

Teachers also met to plan what learning stations and activity and display areas would be common to each classroom. As an example, one grade-level decided on what common components would go into each classroom. Beginning teachers reported that they learned from this process, and all teachers were pleased that each classroom had ample learning centers. Teachers also reported using the grade-level meetings to make plans for YRE during 1989-90, including decisions about curriculum and related activities. The vast majority of teachers reported joint development of the three-week curriculum units. Teachers credited the team work with the successful implementation of the specially adapted curriculum.

School Team Meetings.

One multitrack school developed a system for decision making and communication based on team representation. Each grade level or special support area had one team member who attended regular team meetings. The team meetings were used to disseminate information to grade level and other teachers. It was also used as a way to involve team members in decision making. One of the major benefits of the team approach was efficient communication. Team members had the responsibility of contacting off-track teachers about school events and news.

Conclusion

District and school-based committees were formed for the planning and implementation of YRE. Decisions about child care, intersessions, choice of calendar, track preference and selection, scheduling, and other important school functions were made jointly by district and school personnel and community members. When school-based committees participated actively in making decisions and planning and developing instructional programs, implementation was found to be more effective.

The YRE Task Force involved personnel from support departments, teams and community members (e.g., child care providers) in planning the continued expansion of YRE in the district.

Recommendation

None.

13. Is YRE implemented in the OCPS pilot schools according to satisfactory operational guidelines?

Findings

Year-round pilot timelines were developed in January 1989 and disseminated to YRE school principals and the YRE District Review Committee. The guidelines also included a description of the activities and events that would be necessary to complete the guidelines. The pilot timelines are listed here with a description of how each was accomplished.

1. To visit other YRE sites prior to implementation.

The program specialist for YRE, school principals, CRTs, teachers, and parents visited YRE sites prior to YRE implementation. Site visits were made to YRE schools, including those in California; Marion County, Florida; Nevada and Utah.

2. To provide YRE presentations to community members and organizations upon request.

The program specialist for YRE, school principals, teachers, and PTA members made presentations to community members and organizations.

3. To develop equipment needs and related budget proposals.

The program specialist for YRE developed budget proposals for start-up equipment and proposed a budget for off-site intersessions and submitted these to the Elementary Education Department in 1989. The program specialist for YRE met with personnel from the Loch Haven Centers and program specialists for early childhood and science to determine budget requirements for intersessions.

4. To form school-based committees for planning in the areas of report cards, track selection, room sharing arrangements, and curriculum.

These committees were formed and carried out their assignments as described in the preceding question.

5. To form community-based committees for planning in the areas of calendars, track selection, child care and intersessions.

These committees were formed and carried out their responsibilities as described in the preceding question.

6. To form a YRE district committee made up of representatives of the three pilot schools and the district office.

The YRE District Review Committee was formed and met approximately once a month in 1989-90 and 1990-91.

7. To work with community child care agencies such as the YMCA, commercial day care centers, the Orlando Science Museum and other units of the Loch Haven Center.

The program specialist for YRE and school committee members met with community child care agencies and institutions throughout 1989-90.

8. To communicate with parents through school newsletters and to provide all parents with YRE calendars.

Each school assumed the responsibility for communicating with parents through newsletters, calendars, notices, and invitations to school events.

Documentation of these guidelines was found through school records, committee reports, the YRE Status Reports, and interviews with school personnel and PTA members. The evaluator also made numerous site visits to each of the YRE pilot schools during spring 1990 and the 1990-91 school year. The operations guidelines appeared to be exceeded at the three schools according to school needs. As an example, the principal at Tangelo Elementary held "Coffee and Conversation With the Principal" in an effort to welcome parents into the school and discuss YRE with them. He also worked closely with the local YMCA, which is the primary child care provider in that area. The principals at Aloma and Palm Lake ensured that parents received information about track activities both before and during the track sessions.

There is no OCPS handbook for YRE implementation at this time. The results of interviews with principals indicate that such a handbook would be useful to principals as they make the transition to YRE.

In November 1991, the YRE Task Force drafted written guidelines for selection of elementary schools to be placed on the YRE calendar. Results of this evaluation, as well as a review of related literature would indicate that carefully crafted guidelines could ensure that the OCPS implements YRE to the best advantage of individual schools and the district as a whole. Such guidelines could also help communities as they consider the YRE calendar.

The guidelines and timelines developed prior to the planning and implementation of YRE have been followed, and planning and implementation efforts have been successful. Site visits and interviews have shown that school personnel have advanced beyond the original guidelines in developing methods to facilitate transition to YRE.

Guidelines and timelines were developed at the district for the planning and implementation of YRE at the pilot schools. The guidelines published in the district Status Report One for YRE (1989) were followed and were reported as successful in the planning and implementation process by the YRE Review Committee (composed of district, school, and parent representatives). This finding was confirmed by teachers and principals at the three YRE pilot schools. The YRE Task Force, representing parents, teachers and administrators, has developed guidelines for further expansion of YRE in the district.

There is no written YRE handbook for principals and teachers, although the instructional and administrative personnel at the pilot schools personally provide information to others who are planning to go to a year-round calendar. The program consultant for YRE and experienced school administrators, CRTs, classroom teachers and support teachers provide staff development and other information to local and regional school faculties planning for YRE.

Recommendation

None.

14. Are program goals for YRE appropriate as determined by literature reviews and the needs of the OCPS?

Findings

Program goals for YRE as articulated by the Elementary Education Team are as follows:

Multitrack Year-Round Education

To implement a five-track, 60/15 year round education calendar with four tracks in school at any one time. The purpose of the multitrack 60/15 calendar was to better use facility space and to offer improved learning opportunities.

Single-track Year-Round Education

To implement a single-track, 60/15 year-round education calendar to include intersessions of optional school days and breaks. The purpose of the single-track, 60/15 calendar was to offer enrichment and remediation.

This question is answered by the results of a review of related literature and examining the needs of the OCPS.

Literature

A review of related literature showed that one of the primary goals of multitrack year-round education is to relieve overcrowding when student enrollment increases dramatically. Schools are often faced with lack of funds or insufficient time to build new facilities. There are also occasions when additional construction does not make sense for the long term (e.g., when population growth moves from elementary schools to middle schools). As an example, the Cherry Creek Colorado School District objective for year-round education was to "increase capacity of existing facilities without impairing the quality of educational programs"(Smith & Glass, 1975).

In the literature, estimates of the amount of increased student capacity at schools that implement multitrack YRE ranged from 10 to 75 percent. Of those districts reporting actual implementation of YRE, the number of additional students served by YRE was reported from 20 to 30 percent.

The proponents of YRE describe many possible benefits from YRE implementation in addition to increased capacity of existing facilities. The most frequently mentioned benefits are listed below:

Improved programs for students
Improved creativity and thinking
Early graduation
Prevention of "learning loss" which may occur when schools close for the summer
Greater use of individualized instruction and personalized programs of study
More frequent evaluation of progress
Shorter, more varied units of study
Increased number of interest activities for intersessions.
Forced expansion of communication and involvement among the community, parent, and school segments.

Although these are listed as benefits, few authors have conducted research in measuring the actual results of YRE. Several districts, including those in California and Utah, are in the process of measuring selected benefits.

The review of literature conducted by the evaluator indicates that the program goals for YRE are appropriate.

The Needs of the OCPS. The OCPS District Plan 1991-92 and Beyond, The district's strategic planning summary document, confirms that the population growth of elementary education students does, and will, put great demands on the district for sufficient facilities for elementary schools. In addition, elementary schools have permanent caps for the purposes of keeping these schools at a population count appropriate for K-5 student needs. The OCPS District Plan "Assumptions about the Future" confirms that while parent demands on education increase, the resources and funds for supporting the increased population demands, decreases.

Interviews with the year-round principals and district elementary education team members confirm that the environment provided to students in the YRE schools increased learning opportunities, enrichment and remediation. These interviews also indicated that individual school improvement plans may be addressed through YRE school objectives (e.g., specific intersession curricula and related activities to meet student needs).

Review of OCPS records and Strategic Planning confirms that these goals are appropriately suited to the needs of the OCPS. Progress toward meeting these goals is described within the answers to evaluation questions number one through thirteen.

Conclusion

Review of related literature indicates that the OCPS goals for YRE are appropriate. Interviews with district and school-based personnel confirm that the goals for YRE are appropriate for the needs of the OCPS. The District Plan 1991-92 and Beyond confirms this finding.

The goal of the multitrack YRE schools was to implement the 60/15 YRE calendar to better utilize facilities and to provide improved learning opportunities. The goal of the single-track YRE school was to implement the 60/15 YRE calendar with optional school days to provide enrichment and remediation.

Recommendation

None.

APPENDIX A

1990-91 YRE CALENDAR

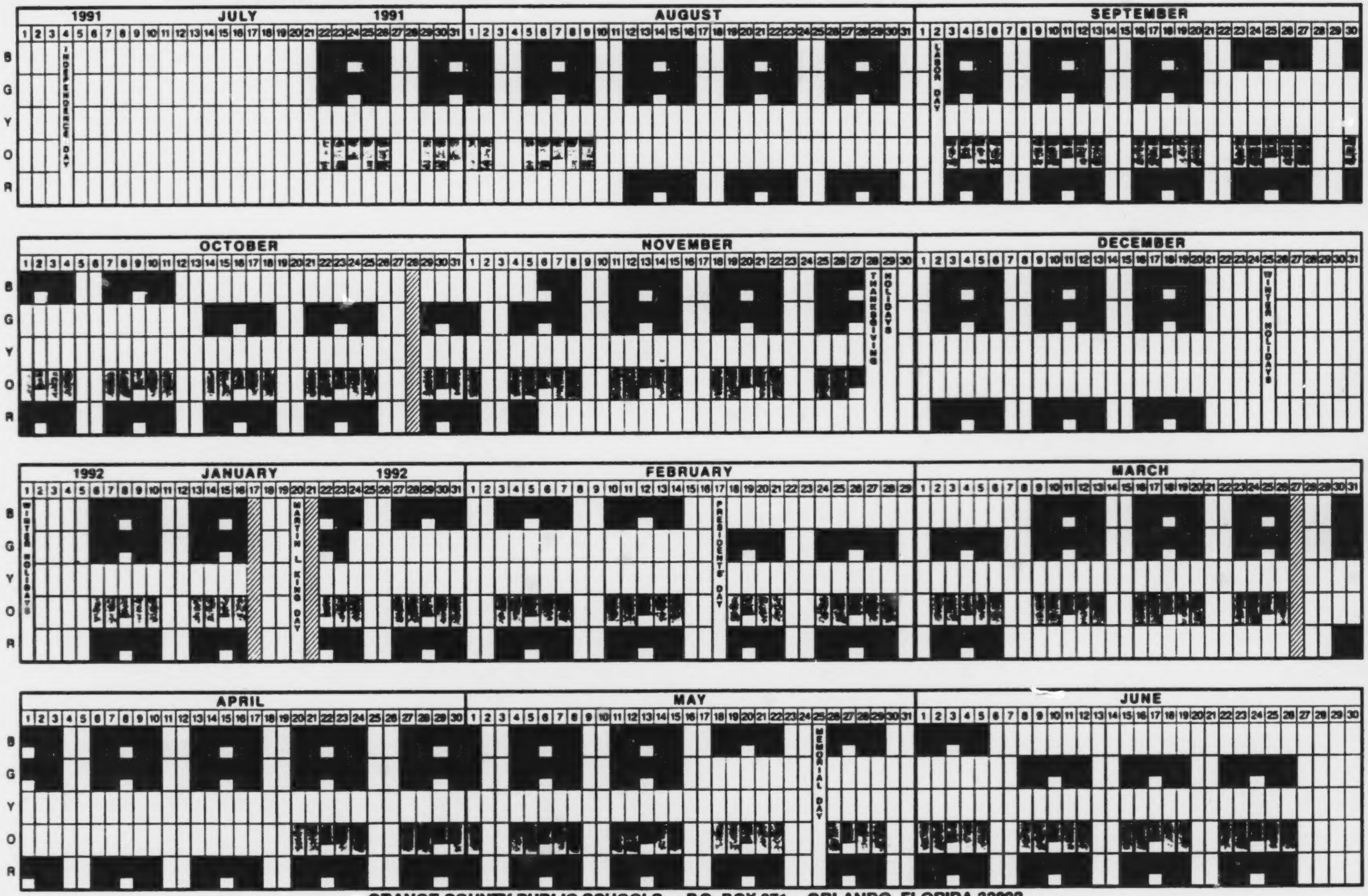
OC
PS

Holidays	
Sept. 2	Labor Day
Oct. 28	Teacher Workday/Student Holiday
Nov. 28-29	Thanksgiving
Dec. 23-Jan. 3	Winter Holidays
Jan. 17	Teacher Workday/Student Holiday
Jan. 20	Martin Luther King Day
Jan. 21	Staff Development Day/Stu. Holiday
Feb. 17	Presidents' Day
Mar. 27	Teacher Workday/Student Holiday
May 25	Memorial Day

ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION
1991 - 92 CALENDAR

Codes

- ☐ Weekends
- ☐ Holidays
- ▨ Teacher Workdays/Student Holidays
- ■ ■ ☐ ■ ■ Early Dismissal Day
- ☐ Track Vacation Day


1991
JULY
1991
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
1992
JANUARY
1992
FEBRUARY
MARCH
APRIL
MAY
JUNE
B
G
Y
O
R
INDEPENDENCE DAY
LABOR DAY
THANKSGIVING HOLIDAYS
WINTER HOLIDAYS
MARTIN L. KING DAY
PRESIDENTS' DAY
MEMORIAL DAY

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APPENDIX B

STRATEGIC PLANNING AND YEAR-ROUND EDUCATION
THE ORANGE COUNTY PUBLIC SCHOOLS

GOAL 5: TO IMPROVE DISTRICT AND SCHOOL-BASED PLANNING

Planning Year 1985-86

Strategic Objective 5.06: To review the legislative study of the year-round school and to complete a feasibility study if recommended for Orange County by June 30, 1988.

Annual Operating Objective 5.06a: To review the results of state legislative efforts and their study relative to the year-round school and report on implications for Orange County by June 30, 1987.

Planning Year 1986-87

Strategic Objective 5.06: To conduct a feasibility study of the year-round school concept, make recommendations relative to its application(s) in Orange County, and to respond to recommendations by June 30, 1990.

Annual Operating Objective 5.06a: To conduct a feasibility study of the year-round school concept by June 30, 1988.

Planning Year 1987-89

Strategic Objective 5.06: To conduct a feasibility study of the year-round school concept, make recommendations relative to its application(s) in the Orange County Public Schools, and to respond to recommendations by June 30, 1990.

(Note: At the completion of this objective, recommendations were made to the school board to conduct a pilot program with three elementary schools.)

Planning Year 1988-89

Strategic Objective 5.06: To improve the utilization of school facilities by conducting feasibility studies of alternative arrangements for the use of school buildings (e.g., year-round schools), implementing, and evaluating effectiveness through June 30, 1994.

Annual Operating Objective 5.06a: To pilot year-round education in three elementary schools and assess the effectiveness of the program by June 30, 1990

Planning Year 1989-90

Strategic Objective 5.08: To determine the feasibility of using organizational, instructional and scheduling alternatives such as satellite classrooms and year-round school; implement the most appropriate approaches, evaluate effectiveness; and report results semiannually through June 30, 1996.

Annual Operating Objective 5.08b: To implement year-round education programs in three (3) elementary schools by June 30, 1991.

APPENDIX C

Structured Interview
Single-Track Teachers
Date:

1. Do the required and routine school activities function efficiently within the scheduling of the YRE calendar?

How have your students reacted to the YRE calendar?

What are the activities that ensure orderly ending of your track?
(for you, your students, the classroom set up)

Return of track?
(for you, your students, the classroom set up)

How did you utilize the November Teacher Workday?

What has been the response of PTA and other parents to YRE? (attendance, participation, communication) Any differences between this year and last year?

How have regular ADDitions volunteers adjusted to the YRE schedule?

Have grade-level meetings been any different? (describe)

How have you personally utilized the 60/15 calendar? (optional)

Vacations

Personal time

Substitute teaching

Teaching Intersessions

2. Is the environment - including management, facilities, equipment, supplies and materials adequate for YRE schools?

Have your rooms been cleaned adequately?

Are rooms ready for the next class on time?

3. Is the curriculum adapted adequately for use in the multitrack and single-track YRE calendar?

Describe implementing the 3-week adapted curriculum.

Have the students been able to follow the curriculum and keep up with assignments and activities?

Have you needed to fine-tune the curriculum?

In what ways?
Are you a member of the YRE Curriculum Committee?

How did the intersession program benefit your students?

How did you benefit from the intersession activities - at school and at Loch Haven Centers and Mead Gardens?

4. What instructional methods do teachers employ in YRE?

Did you perceive any difference in the way you reviewed material after the first break and the way you reviewed after a typical summer? How about planning? Enthusiasm?

Do you think you ask more academic questions? Have more hands-on activities? Less or more time in managing student behavior?

5. Does student conduct change after YRE implementation?

Have you perceived any difference in discipline in your classroom (compared to last year?)

What about on-task behavior?

Intersessions

What instructional methods were used?

Were these different from regular methods?

How did you react (if this was a change)?

Did you use the problem solving questions?

Structured Interview
Multitrack Teachers
Date:

1. Do the required and routine school activities function efficiently within the scheduling of the YRE calendar?

Rover

Describe the activities that are necessary to be a rover such as the following:

Communicating with other teachers and the principal
Planning
Moving
Preparing students

What cooperative efforts from non-rover teachers are necessary in order for you to be an effective rover?

Has moving been confusing/disorienting to your students?

How have students reacted to moving and to the transition to YRE?

Teachers (not roving)

What are the activities that ensure orderly ending/beginning of your track for you, your students, and the classroom set up?

Rotation (if you do not have a rover; shared rooms, preparation, agreements, communication, guidelines)

All Teachers

Describe how have you utilized grade-level meetings?

How have you communicated with off-track teachers?

What has been the response of your PTA members and other parents to YRE? (attendance, participation)

How have your regular ADDitions volunteers adjusted to the YRE schedule?

2. Is the environment--including management, facilities, equipment, supplies and materials - -adequate for YRE schools?

Has storage space been adequate for you?

Have your rooms been kept clean?

Are rooms ready for the next session on time?

Do you have any new equipment needs due to year-round (e.g., rolling book shelves for personal reference and teacher edition books)?

(optional) Have you personally utilized the 60/15 calendar for:

Vacations?

Personal time?

Substitute teaching?

3. Is the curriculum adapted adequately for use in the multitrack and single-track YRE calendar?

Did you participate in planning and implementing the 60/15 adapted curriculum?

Are any of you members of the YRE Curriculum Committee?

Have the students been able to follow the curriculum and keep up with assignments and activities as before?

Have you needed to fine tune the curriculum as its been implemented or is it satisfactory?

4. What instructional methods do teachers employ in YRE?

If I observed your class before YRE and then this year, would I see any differences in your teaching style and classroom management?

If yes, what would you say the differences were?

Did you perceive any difference in the way you reviewed material after the first vacation break and the way you reviewed after a typical summer vacation break?

(Do you think you ask more questions? Have more hands-on activities? Less or more time in managing student behavior?)

5. Does student conduct change after implementation of YRE?

If I observed your class before YRE, and again this year, would I see any differences in your students' conduct?

Would I see any difference in on-task behavior?

Have you perceived any difference in discipline in your classroom (compared to last year)?

Is there anything that I have not asked that you would like to mention? Have you thought of any ways to improve implementation of YRE for multitrack schools?

Year-Round Education
Multitrack Principals
Structured Interview
Date:

A. Is the environment--including management, facilities, equipment, supplies and materials - - adequate for YRE schools?

1. How many students are served annually in the multitrack design?

2. a. Was YRE successful in relieving overcrowding at the multitrack design schools?

   b. How?

4. Are facilities and space adequate to serve all classes and programs?

5. How has space been reallocated (e.g., classrooms, work areas) to improve use of space?

6. How are repairs scheduled and accomplished?

7. How is cleaning scheduled and accomplished?

8. Are supplies adequate for YRE instruction?

9. Is equipment adequate for YRE instruction?

10. Are there any supplies or equipment needs that were not anticipated during the planning process?

B. Do the required and routine school activities function efficiently within the scheduling of the YRE calendar?

1. Scheduling

   a. can additional students participate in art and music instruction?

   b. how are special events scheduled so that students do not miss assemblies, productions, etc.

   c. are tracks populated evenly?

   d. how are ESE students served?

   e. how are gifted students served?

2. What kinds of new challenges have you faced with time management?

3. What kinds of new skills are necessary for principals who implement YRE?

4. How are agreements reached regarding responsibilities of packing up and preparing classrooms for the next teacher?

5. How have grade-level meetings been organized?

6. Have qualified substitutes been available ?

7. Are report cards completed according to the planned schedule?

C. Does student conduct change in YRE?

1. Has there been a change in discipline referrals after implementation of YRE?

2. Describe overall student conduct before and after implementation of YRE.

D. Is shared decision-making effectively utilized in the planning and implementation of YRE?

E. Is YRE implemented in the OCPS pilot schools according to satisfactory operational guidelines?

1. Would it be helpful to have a list of guidelines for principals and their faculties who are considering YRE or planning to implement YRE?

2. What guidelines are different for operating a YRE school compared with a traditional elementary school?

Year-Round Education
Single-Track Principal
Structured Interview
Date:

A. Is the environment including management, facilities, equipment, supplies and materials adequate for YRE schools?

1. How many students are served annually in the single-track design?
2. a. Was YRE successful attracting students to the intersessions?

   b. How many students attended?

   c. How was transportation provided for off-site activities?

   d. Was transportation adequate? Timely?
3. What is the teacher-student ratio?
4. Are facilities and space adequate to serve all classes and programs (including intersessions)? (describe)
5. How has space been allocated for intersessions?
6. How are repairs scheduled and accomplished?
7. How is cleaning scheduled and accomplished?
8. Are supplies adequate for YRE instruction?
9. Is equipment adequate for YRE instruction?
10. Are there any supplies or equipment needs that were not anticipated during the planning process?

B. Do the required and routine school activities function efficiently within the scheduling of the YRE calendar?

1. Scheduling

   a. can additional students participate in art and music instruction?

   b. how are ESE students scheduled for resource help?
2. What kinds of new time management challenges have you faced?
3. So far, are there any new or additional skills necessary for those principals who implement YRE?
4. Have teachers discussed new and innovative ideas for instruction and management due to the change to YRE?
5. How have grade-level meetings been organized?

6. Have qualified substitutes been available ?

7. Are report cards completed according to the planned schedule?

8. Are there any school activities that were new or had to be adjusted because of YRE implementation (that you hadn't planned for in 1989-90)?

9. Are the YRE Committees still active?

C. Does student conduct change in YRE?

1. Has there been a change in discipline referrals after implementation of YRE?

2. Describe student conduct during intersessions.

D. Is shared decision-making effectively utilized in the planning and implementation of YRE? (describe)

E. Is YRE implemented in the OCPS pilot schools according to satisfactory operational guidelines?

1. Would it be helpful to have a list of guidelines for principals and their faculties who are considering YRE or planning to implement YRE?

2. What are the guidelines that you follow?

APPENDIX D

ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
STUDENT SURVEY
1990

This survey asks you about how you feel about year-round education. Please answer every question.

1. What grade are you in now? ______

2. What is your track assignment for next year?
   ______a. blue
   ______b. green
   ______c. yellow
   ______d. orange
   ______e. red
   ______f. don't know

3. Do you have friends on your track?
   ______a. yes
   ______b. no
   ______c. don't know

4. Do you like going to school?
   ______a. yes
   ______b. no

5. Are you looking forward to going to school next year?
   ______a. yes
   ______b. no

   Why or why not? ____

   ____

6. Did you like it when you first heard that you would be going to a year-round school?
   ______a. yes
   ______b. no
   ______c. don't remember

   If yes or no, why?____

   ____

7. Which do you think you'd like better: 4 shorter vacations or the regular summer vacation?
   ______a. regular summer vacation
   ______b. 3 or 4 shorter vacations
   ______c. I'd like them the same
   ______d. I don't know

8. Do you think year-round school will allow you the time to do the things you like to do outside of school (like clubs, sports)?

______a. yes
______b. no
______c. don't know

If no, what might you miss? ____

____

9. How would you describe your attitude toward year-round school?

______a. happy
______b. so-so
______c. unhappy

ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
STUDENT SURVEY
TANGELO PARK ELEMENTARY
1990

This survey asks you about how you feel about year-round education. Please answer every question.

1. What grade are you in now? _____

2. Your school will be open during the times you are on vacation. These times are called intersessions. There will be extra programs and activities. Do you think you will come back to school for these intersession programs and activities?
   ______a. yes
   ______b. no
   ______c. don't know

3. Do you like going to school?
   ______a. yes
   ______b. no

4. Are you looking forward to going to school next year?
   ______a. yes
   ______b. no

   Why or why not? ____

   ____

5. Did you like it when you first heard that you would be going to a year-round school?
   ______a. yes
   ______b. no
   ______c. don't remember

   Why or why not?____

   ____

6. Which do you think you'd like better: the regular 10-week summer vacation or the 6-week summer vacation and shorter vacations in October and February?
   ______a. regular 10-week summer vacation
   ______b. 6-week summer vacation and shorter vacations in October and February
   ______c. I'd like them the same
   ______d. I don't know

7. Do you think year-round school will allow you to do the things you like to do outside of school (like clubs, sports)?

_____a. yes
_____b. no
_____c. don't know

If no, what will you miss? ______________________________

____

8. How would you describe your attitude toward year-round school?

_____a. happy
_____b. so-so
_____c. unhappy

ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
STUDENT SURVEY
1991/1992

This survey asks you about year-round education. Please answer every question.

1. What grade are you in now? _____

2. What is your track assignment?
   _____a. blue
   _____b. green
   _____c. yellow
   _____d. orange
   _____e. red

3. Do you like your track?
   _____a. yes
   _____b. no

4. Do you like going to school?
   _____a. yes
   _____b. no

5. Are you looking forward to going to school next year?
   _____a. yes
   _____b. no

   Why or why not?____

   ____

6. Which did you like better: shorter off-track breaks or the regular summer vacation?
   _____a. regular, summer vacation
   _____b. off-track breaks throughout the year
   _____c. I like them the same
   _____d. I don't know

7. Did year-round school allow you to do the things you like to do outside of school (like summer camp)?
   _____a. yes
   _____b. no

   If no, what did you miss? ______________________________

   ____

8. How would you describe your attitude toward year-round school?
   _____a. happy
   _____b. so-so
   _____c. unhappy

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ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
STUDENT SURVEY
TANGELO PARK ELEMENTARY
1991/1992

This survey asks you about year-round education. Please answer every question.

1. What grade are you in now? ______

2. Did you attend intersession activities?
   ______a. yes
   ______b. no

3. Did you enjoy intersession activities?
   ______a. yes
   ______b. no

4. Are you looking forward to going to school next year?
   ______a. yes
   ______b. no

   Why or why not? ____

   ____

5. Which did you like better: the regular 10-week summer vacation or the 6-week summer vacation and 3-week vacations in October and February?
   ______a. regular 10-week summer vacation
   ______b. 6-week summer vacation and 3-week vacations in October and February
   ______c. I like them the same
   ______d. I don't know

6. Did year-round school allow you to do the things you like to do outside of school (like clubs, sports)?
   ______a. yes
   ______b. no

   If no, what did you miss? ____

   ____

7. How would you describe your attitude toward year-round school?

   ______a. happy
   ______b. so-so
   ______c. unhappy

APPENDIX E

ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
PARENT SURVEY
TANGELO PARK ELEMENTARY
1990

The Orange County Public Schools is conducting a survey of how parents feel about year-round education. The survey is completely anonymous and the results will be used by those who are responsible for implementing year-round education.

Directions: Please complete this form and return it to the school principal by May 29, 1990.

1. How many children do you have enrolled at Tangelo Park Elementary School for the 1990-91 school year? _______

2. Grades: ___PK ___K ___1 ___2 ___3 ___4 ___5

3. How many other children in your home

   ______a. Attend preschool.
   ______b. Attend middle school.
   ______c. Attend high school.
   ______d. Are under school age.
   ______e. Not applicable

4. How many years have you resided within your current school boundary?

   ______a. Less than one year
   ______b. 1-2 years
   ______c. 3-5 years
   ______d. 6-10 years
   ______e. More than 10 years

5. Are you planning for your children to attend intersessions?

   ______ Yes ______ No ______ Undecided

6. I believe the intersessions will

   ______a. Help learning a lot.
   ______b. Help learning some.
   ______c. Not help learning at all.
   ______d. No opinion

7. How have you received information about year-round education? (Check all that apply)

   ______a. Newsletters and bulletins from the schools
   ______b. PTA Meetings
   ______c. Year-Round Education Committees
   ______d. Other parents

______e. Newspapers like The Orlando Sentinel
______f. Other; Specify: ____

8. Compared to the traditional calendar, planning family vacations and other activities on the year-round calendar is

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't know.

10. Compared with the traditional calendar, making child care arrangements on the year-round calendar is

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't know yet.
______e. I don't use child care.

11. Compared with the traditional school year, I believe the quality of instruction in year-round schools will be

______a. Better.
______b. About the same.
______c. Not as good.
______d. I don't know.

12. My current feelings about year-round education could be described as

______a. The more I hear about year-round education the more I like it.
______b. The more I hear about year-round education the less I like it.
______c. I have no strong feelings, positive or negative, toward year-round education.

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ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
PARENT SURVEY
ALOMA ELEMENTARY
1990

The Orange County Public Schools is conducting a survey of how parents feel about year-round education. The survey is completely anonymous and the results will be used by those who are responsible for implementing year-round education.

Directions: Please complete this form and return it to the school principal by May 29, 1990.

1. How many children do you have enrolled at Aloma Elementary School for the 1990-91 school year? _______

2. Grades: ____PK ____K ____1 ____2 ____3 ____4 ____5

3. How many other children in your home
    - ______a. Attend preschool.
    - ______b. Attend middle school.
    - ______c. Attend high school.
    - ______d. Are under school age.
    - ______e. Not applicable

4. What is your track assignment?
    - ______a. Blue
    - ______b. Green
    - ______c. Yellow
    - ______d. Orange
    - ______e. Red

5. Are you satisfied with your track? _____ Yes _____ No _____ No Opinion

6. If no, why not? ____

7. How many years have you resided within your current school boundary?
    - ______a. Less than one year
    - ______b. 1-2 years
    - ______c. 3-5 years
    - ______d. 6-10 years
    - ______e. More than 10 years

8. How have you received information about year-round education? (Check all that apply)
    - ______a. Newsletters and bulletins from the schools
    - ______b. PTA Meetings
    - ______c. Year-Round Education Committees
    - ______d. Other parents

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______e. Newspapers like The Orlando Sentinel
______f. Other; Specify: ____

9. Compared to the traditional calendar, planning family vacations and other activities on the year-round calendar is

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't know.

10. Compared with the traditional calendar, making child care arrangements on the year-round calendar is

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't know yet.
______e. I don't use child care.

11. Compared with the traditional school year, I believe the quality of instruction in year-round schools will be

______a. Better.
______b. About the same.
______c. Not as good.
______d. I don't know.

12. My current feelings about year-round education could be described as

______a. The more I hear about year-round education the more I like it.
______b. The more I hear about year-round education the less I like it.
______c. I have no strong feelings, positive or negative, toward year-round education.

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ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
PARENT SURVEY
PALM LAKE ELEMENTARY
1990

The Orange County Public Schools is conducting a survey of how parents feel about year-round education. The survey is completely anonymous and the results will be used by those who are responsible for implementing year-round education.

Directions: Please complete this form and return it to the school principal by May 29, 1990.

1. How many children do you have enrolled at Palm Lake Elementary School for the 1990-91 school year? _______

2. Grades: ____PK ____K ____1 ____2 ____3 ____4 ____5

3. How many other children in your home

   ______a. Attend preschool.
   ______b. Attend middle school.
   ______c. Attend high school.
   ______d. Are under school age.
   ______e. Not applicable

4. What is your track assignment?

   ______a. Blue
   ______b. Green
   ______c. Yellow
   ______d. Orange
   ______e. Red

5. Are you satisfied with your track? _____ Yes _____ No _____ No Opinion

6. If no, why not? ____

7. How many years have you resided within your current school boundary?

   ______a. Less than one year
   ______b. 1-2 years
   ______c. 3-5 years
   ______d. 6-10 years
   ______e. More than 10 years

8. How have you received information about year-round education? (Check all that apply)

   ______a. Newsletters and bulletins from the schools
   ______b. PTA Meetings
   ______c. Year-Round Education Committees
   ______d. Other parents

______e. Newspapers like The Orlando Sentinel
______f. Other; Specify: ____

9. Compared to the traditional calendar, planning family vacations and other activities on the year-round calendar is

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't know.

10. Compared with the traditional calendar, making child care arrangements on the year-round calendar is

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't know.
______e. I don't use child care.

11. Compared with the traditional school year, I believe the quality of instruction in year-round schools will be

______a. Better.
______b. About the same.
______c. Not as good.
______d. I don't know.

12. My current feelings about year-round education could be described as

______a. The more I hear about year-round education the more I like it.
______b. The more I hear about year-round education the less I like it.
______c. I have no strong feelings, positive or negative, toward year-round education.

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ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
PARENT SURVEY
ALOMA ELEMENTARY
1991/1992

The Orange County Public Schools is conducting a survey of how parents feel about year-round education. The survey is completely anonymous and the results will be used by those who are responsible for implementing year-round education.

Directions: Please complete this form and return it to the school principal by June 28, 1991.

1. How many children do you have enrolled at Aloma Elementary School for the 1990-91 school year? _______

2. Do any children in your home attend preschool?

   ____ Yes _____ No

3. Do any children in your home attend middle school?

   ____ Yes _____ No

4. Do any children in your home attend high school?

   ____ Yes _____ No

5. What is your present track assignment?
   ______a. Blue
   ______b. Green
   ______c. Yellow
   ______d. Orange
   ______e. Red

6. Are you satisfied with your present track? ____ Yes ____ No _____ No Opinion

   a. If no, why not? ____

   b. If no, did you complete a Track Preference Form request? ____ Yes ____ No

7. How many years have you resided within your current school boundary?

   ______a. Less than one year
   ______b. 1-2 years
   ______c. 3-5 years
   ______d. 6-10 years
   ______e. More than 10 years

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8. Compared to the traditional calendar, arranging family vacations and other activities on the year-round calendar was

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I did not plan a vacation.

9. Compared with the traditional calendar, making child care arrangements on the year-round calendar was

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't use child care.

10. What was your primary source of child care?

______a. Private day care
______b. All day Extended Day Program
______c. YMCA
______d. Family members
______e. Friends/neighbors
______f. None was required

11. Compared with the traditional school year, I believe the quality of instruction in the year-round calendar was

______a. Better.
______b. About the same.
______c. Not as good.
______d. I don't know.

12. My current feelings about year-round education could be described as

______a. The more I experience year-round education the more I like it.
______b. The more I experience year-round education the less I like it.
______c. I have no strong feelings, positive or negative, toward year-round education.

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ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
PARENT SURVEY
PALM LAKE ELEMENTARY
1991/1992

The Orange County Public Schools is conducting a survey of how parents feel about year-round education. The survey is completely anonymous and the results will be used by those who are responsible for implementing year-round education.

Directions: Please complete this form and return it to the school principal by June 28, 1991.

1. How many children do you have enrolled at Palm Lake Elementary School for the 1990-91 school year? _______

2. Do any children in your home attend preschool?

   ____ Yes ____ No

3. Do any children in your home attend middle school?

   ____ Yes ____ No

4. Do any children in your home attend high school?

   ____ Yes ____ No

5. What is your present track assignment?
   ______a. Blue
   ______b. Green
   ______c. Yellow
   ______d. Orange
   ______e. Red

6. Are you satisfied with your present track? ____ Yes ____ No ____ No Opinion

   a. If no, why not? ______________________________

   b. If no, did you complete a Track Preference Form request? ____ Yes ____ No

7. How many years have you resided within your current school boundary?

   ______a. Less than one year
   ______b. 1-2 years
   ______c. 3-5 years
   ______d. 6-10 years
   ______e. More than 10 years

SB0046 208 0SA

8. Compared to the traditional calendar, arranging family vacations and other activities on the year-round calendar was

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I did not plan a vacation.

9. Compared with the traditional calendar, making child care arrangements on the year-round calendar was

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't use child care.

10. What was your primary source of child care?

______a. Private day care
______b. All day Extended Day Program
______c. YMCA
______d. Family members
______e. Friends/neighbors
______f. None was required

11. Compared with the traditional school year, I believe the quality of instruction in the year-round calendar was

______a. Better.
______b. About the same.
______c. Not as good.
______d. I don't know.

12. My current feelings about year-round education could be described as

______a. The more I experience year-round education the more I like it.
______b. The more I experience year-round education the less I like it.
______c. I have no strong feelings, positive or negative, toward year-round education.

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ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
PARENT SURVEY
TANGELO PARK ELEMENTARY
1991/1992

The Orange County Public Schools is conducting a survey of how parents feel about year-round education. The survey is completely anonymous and the results will be used by those who are responsible for implementing year-round education.

Directions: Please complete this form and return it to the school principal by June 3, 1991.

1. How many children do you have enrolled at Tangelo Park Elementary School for the 1990-91 school year? _______

2. Do any children in your home attend preschool?

_______Yes _______No

3. Do any children in your home attend middle school?

_______Yes _______No

4. Do any children in your home attend high school?

_______Yes _______No

5. How many years have you resided within your current school boundary?

______a. Less than one year
______b. 1-2 years
______c. 3-5 years
______d. 6-10 years
______e. More than 10 years

6. Did your children attend intersessions?

_______a. Yes _______b. No

7. If yes, what was your opinion of intersessions?

______a. Helped learning a lot.
______b. Helped learning some.
______c. Did not help learning at all.
______d. No opinion.

SB0048/208/0SA

Please answer the following questions based on your experiences during the 1990-91 school year.

8. Planning family vacations and other activities on the year-round calendar is

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't know.

9. Making child care arrangements on the year-round calendar is

______a. Easier.
______b. About the same.
______c. More difficult.
______d. I don't know.
______e. I don't use child care.

10. What was your primary source of child care?

______a. YMCA
______b. Child care centers
______c. Family
______d. Friends
______e. None
______f. Other; please specify______________________________

11. Compared with the traditional school year, I believe the quality of instruction in year-round schools is

______a. Better.
______b. About the same.
______c. Not as good.
______d. I don't know.

12. My current feelings about year-round education could be described as

______a. The more I experience year-round education the more I like it.
______b. The more I experience year-round education the less I like it.
______c. I have no strong feelings, positive or negative, toward year-round education.

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APPENDIX F

ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
TEACHER SURVEY
1990

The purpose of the following survey is to collect information from teachers who are part of the transition to year-round education (YRE). Please complete each item.

Please record responses to Part I on the accompanying General Purpose NCS Answer Sheet. Use a soft black lead pencil only. DO NOT USE BALLPOINT OR INK PENS.

Part II is designed for your comments and should be returned with Part I.

Before answering Part I, please complete the left portion of side I of the answer sheet according to these directions:

Field(s)	Darken Circles Accordingly
Name, Sex, Grade	Leave Blank
Birth Date, Identification No.	Leave Blank
Special Code K (Grade Assignment)	1 = Pre K or K 2 = 1st grade 3 = 2nd grade 4 = 3rd grade 5 = 4th grade 6 = 5th grade 7 = Across grades
Special Code L (Track Assignment)	1 = Blue Track 2 = Green Track 3 = Yellow Track 4 = Orange Track 5 = Red Track 6 = Across all tracks
Special Codes M-P	Leave Blank

Part I

Please respond to the items that follow on the right portion of side 1 of the answer sheet.

1. How many total years have you taught?
   a. one or less
   b. 2-5
   c. 6-10
   d. 11-15
   e. more than 15

2. My preparation for implementation of year-round education (YRE) at our school was
   a. adequate.

b. inadequate.

3. The storage (e.g., cabinets and other equipment) for YRE was
   a. adequate.
   b. inadequate.

4. Compared to years past, the three-week curriculum blocks for YRE are
   a. better organized and easier to complete.
   b. about the same.
   c. less organized and more difficult to complete.

5. Compared to the traditional calendar, I found that arranging my vacations and personal activities on the YRE calendar is
   a. easier.
   b. about the same.
   c. more difficult.
   d. I haven't planned a vacation.

6. Compared to the traditional calendar, I found that making my child care arrangements on the YRE calendar is
   a. easier.
   b. about the same.
   c. more difficult.
   d. not applicable

7. Compared to the traditional school calendar, meeting family responsibilities on the YRE calendar was
   a. easier.
   b. about the same.
   c. more difficult.
   d. not applicable

8. Compared to the traditional calendar, attending professional meetings and conferences on the YRE calendar was
   a. easier.
   b. about the same.
   c. more difficult.
   d. not applicable

9. Compared to the traditional calendar, attending staff development activities and/or college courses on the YRE calendar was
   a. easier.
   b. about the same.
   c. more difficult.
   d. not applicable

10. Compared to the traditional calendar, arranging for student activities and events on the YRE calendar was
    a. easier.
    b. about the same.
    c. more difficult.
    d. not applicable

11. My current feelings about YRE could be described as

a. the more I participate in YRE, the more I like it.
b. the more I participate in YRE, the less I like it.
c. I have no strong feelings, positive or negative, toward YRE.

12-24 Based on your experience with YRE thus far, use the scale provided to indicate where you think the items listed below are more likely to happen: on the traditional school calendar or on the year-round school calendar.

Example:

__b__ adequate bicycle racks (this means that the person thinks adequate bicycle racks are the same on either calendar.)

a. = traditional school calendar
b. = same (no difference)
c. = year-round calendar
d. = don't know

______12. adequate time for remediation of learning deficits

______13. adequate time for enrichment activities

______14. high student motivation/interest

______15. less teacher fatigue

______16. continuous learning

______17. normal student achievement

______18. time for extracurricular activities

______19. high teacher attendance

______20. high student attendance

______21. effective faculty communication

______22. good student conduct

______23. reduction of reteaching

______24. minimization of student stress

SB0044/2080SA

Please go on to Part II on the next page.

Part II

Please answer the items that follow. Return this sheet with the NCS Answer Sheet.

25. Are you satisfied with your track assignment?
_____ yes _____ no

26. If "no" to item 25, please indicate why not:

_____a. I was transferred to another track.

_____b. The track I wanted was filled.

_____c. Other (please specify): ______________________________

____

27. What new activities have you participated in as a result of year-round education? (Check all that apply.)

_____a. Vacations in seasons other than summer

_____b. Substitute teaching

_____c. Intersession teaching

_____d. Other (please specify): ______________________________

____

28. If you substituted or taught intersessions, what were the benefits? (Check all that apply.)

_____a. Financial rewards

_____b. Personal growth

_____c. Other (please specify): ______________________________

____

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ORANGE COUNTY PUBLIC SCHOOLS
YEAR-ROUND EDUCATION EVALUATION
TEACHER SURVEY
1991/1992

The purpose of the following survey is to collect information from teachers who are part of the transition to year-round education (YRE). Please complete each item.

Please record responses to Part I on the accompanying General Purpose NCS Answer Sheet. Use a soft black lead pencil only. DO NOT USE BALLPOINT OR INK PENS.

Part II is designed for your comments and should be returned with Part I.

Before answering Part I, please complete the left portion of side I of the answer sheet according to these directions:

Field(s)	Darken Circles Accordingly
Name, Sex, Grade	Leave Blank
Birth Date, Identification No.	Leave Blank
Special Code K (Grade Assignment)	1 = Pre K or K
	2 = 1st grade
	3 = 2nd grade
	4 = 3rd grade
	5 = 4th grade
	6 = 5th grade
	7 = Across grades
Special Code L (Track Assignment)	1 = Blue Track
	2 = Green Track
	3 = Yellow Track
	4 = Orange Track
	5 = Red Track
	6 = Across all tracks
Special Codes M-P	Leave Blank

Part I

Please respond to the items that follow on the right portion of side 1 of the answer sheet.

1. How many total years have you taught?
   - a. one or less
   - b. 2-5
   - c. 6-10
   - d. 11-15
   - e. more than 15

2. My preparation for implementation of year-round education (YRE) at our school was
   - a. adequate.

   b. inadequate.

3. The storage (e.g., cabinets and other equipment) for YRE was
   a. adequate.
   b. inadequate.

4. Compared to years past, the three-week curriculum blocks for YRE are
   a. better organized and easier to complete.
   b. about the same.
   c. less organized and more difficult to complete.

5. Compared to the traditional calendar, I found that arranging my vacations and personal activities on the YRE calendar is
   a. easier.
   b. about the same.
   c. more difficult.
   d. I haven't planned a vacation.

6. Compared to the traditional calendar, I found that making my child care arrangements on the YRE calendar is
   a. easier.
   b. about the same.
   c. more difficult.
   d. not applicable

7. Compared to the traditional school calendar, meeting family responsibilities on the YRE calendar was
   a. easier.
   b. about the same.
   c. more difficult.
   d. not applicable

8. Compared to the traditional calendar, attending professional meetings and conferences on the YRE calendar was
   a. easier.
   b. about the same.
   c. more difficult.
   d. not applicable

9. Compared to the traditional calendar, attending staff development activities and/or college courses on the YRE calendar was
   a. easier.
   b. about the same.
   c. more difficult.
   d. not applicable

10. Compared to the traditional calendar, arranging for student activities and events on the YRE calendar was
    a. easier.
    b. about the same.
    c. more difficult.
    d. not applicable

11. My current feelings about YRE could be described as

a. the more I participate in YRE, the more I like it.
b. the more I participate in YRE, the less I like it.
c. I have no strong feelings, positive or negative, toward YRE.

12-24 Based on your experience with YRE thus far, use the scale provided to indicate where you think the items listed below are more likely to happen: on the traditional school calendar or on the year-round school calendar.

Example:

__b__ adequate bicycle racks (this means that the person thinks adequate bicycle racks are the same on either calendar.)

a. = traditional school calendar
b. = same (no difference)
c. = year-round calendar
d. = don't know

______12. adequate time for remediation of learning deficits

______13. adequate time for enrichment activities

______14. high student motivation/interest

______15. less teacher fatigue

______16. continuous learning

______17. normal student achievement

______18. time for extracurricular activities

______19. high teacher attendance

______20. high student attendance

______21. effective faculty communication

______22. good student conduct

______23. reduction of reteaching

______24. minimization of student stress

SB0044/2080SA

Please go on to Part II on the next page.

Part II

Please answer the items that follow. Return this sheet with the NCS Answer Sheet.

25. Are you satisfied with your track assignment?
_____ yes _____ no

26. If "no" to item 25, please indicate why not:

_____a. I was transferred to another track.

_____b. The track I wanted was filled.

_____c. Other (please specify): ____

____

27. What new activities have you participated in as a result of year-round education? (Check all that apply.)

_____a. Vacations in seasons other than summer

_____b. Substitute teaching

_____c. Intersession teaching

_____d. Other (please specify): ____

____

28. If you substituted or taught intersessions, what were the benefits? (Check all that apply.)

_____a. Financial rewards

_____b. Personal growth

_____c. Other (please specify): ____

____

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